

AN ANALYSIS OF COMMUNITY OPINION OF THE EDUCATIONAL PROGRAM  
OF THE HAWKINSVILLE HIGH SCHOOL, HAWKINSVILLE, GEORGIA,  
AS A BASIS FOR A PUBLIC RELATIONS PROGRAM

A THESIS  
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36

DEDICATION

To My Mother Mrs. Ruby Walton

To My Wife Mrs. Erma L. Walton

And

To My Children

Patricia and William (Billy) Walton, Jr.

There is deep and abiding appreciation and continuing praise beyond the meaningfulness of words, for their assistance, encouragement, and understanding at all times. TO THEM, I Dedicate this research volume.

W. V. W.

### ACKNOWLEDGEMENT

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To Dr. Laurence E. Boyd, Advisor, go many thanks for his assistance and encouragement throughout the many stages of this research-project. And, to Dr. R. O. Johnson, Co-advisor, are extended my thanks for his interest in this research.

W. V. W.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Rationale . . . . .	1
Statement of the Problem . . . . .	3
Purpose of the Study . . . . .	3
Definition of Terms . . . . .	4
Locale of the Study . . . . .	4
Period of the Study . . . . .	6
Method of Research . . . . .	6
Description of the Subjects . . . . .	6
Description of the Instruments . . . . .	7
Procedure . . . . .	8
Value of the Study . . . . .	9
Related Literature . . . . .	9
Summary of the Related Literature . . . . .	16
II. PRESENTATION AND ANALYSIS OF DATA . . . . .	18
Organization and Treatment of Data . . . . .	18
Area of Earning a Living . . . . .	19
The Problem of Obtaining Adequate Information About Vocations . . . . .	19
The Problem of Discovering Vocational Interests and Abilities . . . . .	20
The Problem of Wise Choice of Vocation . . . . .	22
The Problem of Preparation for Vocation . . . . .	23
The Problem of Development for Work Habits . . . . .	25
The Problem of Job Placement and Success . . . . .	26
Area of Developing an Effective Personality . . . . .	28
The Problem of the Acquisition of Good Manners, Poise, and Self-Confidence . . . . .	29
The Problem of Improving Personal Appearance . . . . .	30
The Problem of Controlling Emotions and Conduct. . . . .	31
The Problem of Acquiring the Ability to Speak More Effectively and Enjoyably . . . . .	33
The Problem of Acquiring the Ability to Write More Effectively and Enjoyably . . . . .	34
The Problem of Acquiring the Ability to Read More Effectively and Enjoyably . . . . .	35
The Problem of Acquiring the Ability to Get Along Happily With Other People . . . . .	37



## TABLE OF CONTENTS (continued)

Chapter		Page
II.	PRESENTATION AND ANALYSIS OF DATA (Cont'd)	
	The Problem of Developing Intellectual Interests in Order to Become More Cultivated and Cultured Persons . . . . .	38
	The Problem of Acquiring the Ability to Distinguish From Right and Wrong and Guide Attitudes Accordingly . . . . .	40
	The Problem of Solving Personal Problems . . . . .	42
	Area of Living Healthfully and Safely . . . . .	44
	The Problem of Acquiring the Ability to Care for One's Health and Developing Good Health Habits . . . . .	45
	The Problem of Selecting a "Family Doctor" and Acquiring the Habit of Visiting Him Systematically . . . . .	46
	The Problem of Selecting a "Family Dentist" and Acquiring the Habit of Visiting Him Systematically . . . . .	48
	The Problem of Learning How to Prevent Accidents to One's Self and to Others, and of Acquiring Safety Habits . . . . .	49
	The Problem of Learning How to Drive and Care for an Automobile . . . . .	50
	Area of Managing Personal Finances Wisely . . . . .	52
	The Problem of Spending Money Wisely . . . . .	52
	The Problem of Learning How to Use the Facilities of a Bank and of Developing Habits of Thrift. . . . .	54
	The Problem of Learning How to Buy Life Insurance . . . . .	55
	Area of Spending Leisure Time Wholesomely and Enjoyably . . . . .	57
	The Problem of Learning to Play Athletic Games and Sports . . . . .	57
	The Problem of Developing Outdoor Activity Hobbies . . . . .	59
	The Problem of Developing "Making Things," "Making It Go," or "Tinkering" Hobbies . . . . .	61
	The Problem of Developing Art Hobbies . . . . .	63
	The Problem of Learning to Sing or Play a Musical Instrument . . . . .	64
	The Problem of Selecting and Enjoying Good Music . . . . .	66

## TABLE OF CONTENTS (continued)

Chapter	Page
II. PRESENTATION AND ANALYSIS OF DATA (cont'd)	
The Problem of Getting the Best Out of the Radio . . . . .	68
The Problem of Selecting and Enjoying Good Motion Pictures . . . . .	69
The Problem of Selecting and Enjoying Good Books and Magazines . . . . .	71
The Problem of Acquiring the Social Skills of Dancing, Playing Party Games, Doing Party Stunts, etc. . . . .	72
The Problem of Taking an Enjoyable Part in Dramatic Activities . . . . .	74
The Problem of Selecting and Enjoying Good Plays . . . . .	75
Area of Taking an Effective Part in Civic Affairs . . .	80
The Problem of Conducting a Meeting Properly . . .	80
The Problem of Becoming a More Cooperative, Community-Minded Person . . . . .	82
The Problem of Learning How to Live Democratically With One's Fellows . . . . .	83
The Problem of Religious and Racial Prejudices . .	84
The Problem of Developing an Interest in Economic, Social and Political Problems . . . .	86
The Problem of Solving Economic, Social and Political Problems . . . . .	87
The Problem of Becoming Well-Informed and Sensitive "Citizens of the World" . . . . .	89
Area of Preparing for Marriage, Homemaking and Parenthood . . . . .	91
The Problem of Wholesome Boy-Girl Relationship . .	92
The Problem of Preparing for a Wholesome Courtship . . . . .	93
The Problem of Managing Home Intelligently . . . .	95
The Problem of Sex Education . . . . .	96
The Problem of Rearing Children Intelligently. . .	98
Area of Making Effective Use of Educational Opportunities . . . . .	100
The Problem of Choosing Appropriate Out-of- Class Activities . . . . .	100
The Problem of Choosing Appropriate School Subjects . . . . .	102
The Problem of Developing Good Study Habits . . .	104
The Problem of Deciding Whether or Not to Attend a Trade or Other Vocational School . . . . .	105

## TABLE OF CONTENTS (continued)

Chapter	Page
II. PRESENTATION AND ANALYSIS OF DATA (Cont'd)	
The Problem of Choosing a Trade or Other Vocational School if Attendance at Such an Institution is Intended . . . . .	107
The Problem of Deciding Whether or Not to Go to College . . . . .	109
The Problem of Choosing a College if Attendance at Such is Planned . . . . .	111
The Problem of Securing Adequate Preparation for Successful College Work if Attendance at Such an Institution is Planned . . . . .	113
Question 57: What Other Types of Real-Life or Educational Needs Should the High School Attempt to Meet? . . . . .	115
Resume of the Findings . . . . .	116
III. SUMMARY AND CONCLUSIONS . . . . .	
Introductory Statement . . . . .	123
Purpose of the Study . . . . .	123
Definition of Terms . . . . .	124
Locale and Research Design of Study . . . . .	124
Summary of Related Literature . . . . .	125
Summary of Basic Findings . . . . .	127
Conclusions . . . . .	151
Implications . . . . .	152
Recommendations . . . . .	153
BIBLIOGRAPHY . . . . .	155
APPENDIX . . . . .	157
Specimen of the Questionnaire, "What Do You Think?" How to Conduct the Follow-Up Study, Illinois Secondary Curriculum Program, Bulletin Number 11.	

## LIST OF TABLES

Table	Page
1. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils to Secure Adequate Information About Vocations? . . . . .	20
2. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Discover Their Vocational Interests and Abilities? . . . . .	21
3. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Make a Wise Occupational Choice? . . . . .	22
4. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Prepare for Their Chosen Vocations? . . . . .	24
5. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop Good Work Habits? . . . . .	25
6. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Get a Job and Make Good on it? . . . . .	27
7. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire Good, Manners, Poise, and Self-confidence? . . . . .	29
8. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Improve Their Personal Appearance? . . . . .	30
9. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn to Control Their Emotions and Conduct? . . . . .	32
10. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire an Ability to Speak More Effectively and Enjoyably? . . . . .	34
11. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Write More Effectively and Enjoyably? . . . . .	35

## LIST OF TABLES (continued)

Table	Page
12. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils to Acquire the Ability to Read More Effectively and Enjoyably? . . . . .	36
13. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Get Along Happily With Other People? . . . . .	37
14. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop Intellectual Interests in Order to Become More Cultivated and Cultured Persons? . . . . .	39
15. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Distinguish Right From Wrong, and to Guide Their Actions Accordingly? . . . . .	41
16. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Resolve Their Personal Problems? . . . . .	42
17. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Care for Their Health and to Develop Good Health Habits? . . . . .	45
18. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Doctor" and to Acquire the Habit of Consulting him Systematically? . . . . .	47
19. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Dentist" and to Acquire the Habit of Visiting him regularly? . . . . .	48
20. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Prevent Accidents to Themselves and to Others and to Acquire Safety Habits? . . . . .	50

## LIST OF TABLES (continued)

Table	Page
21. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Who Are Legally Old Enough to Learn How to Drive and Care for an Automobile? . . . . .	51
22. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Spend Money Wisely? . . . . .	53
23. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Use the Facilities of a Bank and to Develop Habits of Thrift? . . . . .	54
24. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Buy Life Insurance and Securities Wisely? . . . . .	56
25. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Play Athletic Games and Sports? . . . . .	58
26. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop One or More Outdoor Activity Hobbies (Gardening, Camping, Fishing, etc.)? . . . . .	59
27. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils to Develop One or More "Making Things," "Making It Go," or "Tinkering" Hobbies? . . . . .	61
28. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop One or More Art Hobbies (Sketching, Painting, Designing, Collecting Art Objects, etc.)? . . . . .	63
29. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn to Sing or Play a Musical Instrument? . . . . .	65
30. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Music? . . . . .	67

## LIST OF TABLES (continued)

Table	Page
31. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Get the Best Out of the Radio? . . . . .	69
32. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Motion Pictures? . . . . .	70
33. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Books and Magazines? . . . . .	71
34. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Social Skills of Dancing, Playing Party Games, Doing Party Stunts, etc.? . . . .	73
35. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Take an Enjoyable Part in Dramatic Activities? . . . . .	74
36. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Plays? . . . .	79
37. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Conduct a Meeting Properly? . . . .	81
38. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Become Cooperative, Community-Minded Persons? . . . . .	82
39. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Learn How to Live Democratically With Their Fellows? . . . .	84
40. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Rid Themselves of Religious and Racial Prejudices? . . . .	85
41. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop an Interest in Economic, Social and	

## LIST OF TABLES (continued)

Table	Page
Political Problems? . . . . .	87
42. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Study and Help Solve Economic, Social and Political Problems? . . . . .	88
43. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Become Well-Informed and Sensitive "Citizens of the World?" . . . . .	90
44. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Develop and Maintain Wholesome Boy-Girl Relationship? . . . .	92
45. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Prepare for Wholesome Courtship? . . . . .	94
46. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Acquire the Ability to Manage a Home Intelligently? . . . . .	96
47. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils in Reference to Sound Sex Education? . . . . .	97
48. Distribution of the Responses of the Four Groups of the Question: Do You Think the High School Should Help Pupils Learn How to Rear Children Intelligently? . . . . .	99
49. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Choose Appropriate Out-of-Class Activities? . . . . .	101
50. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Choose Appropriate School Subjects? . . . . .	103
51. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils to Develop Good Study Habits? . . . . .	105



## LIST OF TABLES (continued)

Table	Page
52. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to Attend a Trade or Other Vocational School? . . . . .	106
53. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Choose a Trade or Other Vocational School if Attendance at Such an Institution is intended? . . . . .	108
54. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to go to College? . . . . .	110
55. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Choose a College if Attendance at Such is Planned? . . . . .	112
56. Distribution of the Responses of the Four Groups to the Question: Do You Think the High School Should Help Pupils Secure Adequate Preparation for Successful College Work if Attendance at Such an Institution is Intended? . . . . .	113
57. Comparative Data on the Responses of White and Negro Citizens Groups to the Items on Questionnaire . . . . .	117
58. Comparative Data on the Responses of White and Negro Citizens Groups to the Items on Questionnaire . . . . .	118
59. Comparative Data on the Responses of White and Negro Citizens Groups to the Items on Questionnaire . . . . .	119
60. Comparative Data on the Responses of Teachers and Students Groups to the Items on Questionnaire . . . . .	120
61. Comparative Data on the Responses of Teachers and Students Groups to the Items on Questionnaire . . . . .	121
62. Comparative Data on the Responses of Teachers and Students Groups to the Items on Questionnaire . . . . .	122

## CHAPTER I

### INTRODUCTION

Rationale.--- By continuous study of all that is involved in one's work, it should be possible to see signs of conditions which, if neglected, may lead to breakdown in the total work pattern. Recently, there has been a tremendous increase of public interest in the nation's schools as a whole. This interest begins at the lower level of any given school system and manifests itself up to and throughout the highest administrative levels. It is not so often that our schools are placed at such a local point, so as to demand the interest demonstrated by so many people, neither is it often that our schools are placed in a situation where they are in such a need for the public understanding and support.

The effects of the past war and the conditions created by another possible war, not to mention numerous other conditions or incidents, have all contributed to change in our society. Some of these changes apparently have been educationally constructive, while others have tended to create barriers. Parallel with the recognition of this problem, comes an opportunity for the people of Hawkinsville and Pulaski County to realize what they can or should do toward the solution of this ever growing problem of providing an adequate and effective educational program for their children and youth.

It is recognized by the principal, teachers, school administrators and community at large, that if the Hawkinsville High and Industrial School is to meet successfully the needs of youth in this society, and

is to render the best possible services to the children and patrons of Hawkinsville and Pulaski County, it must have the cooperation of the public. This goal can be achieved through the cooperation of the public and the teaching profession. This cooperative action must depend in part, at least upon mutual understanding and shared wholesome attitudes.

While the interest, cooperation and participation in the support of the educational program of the Hawkinsville High and Industrial School have improved over the past years, there still remains much room for improvement. Whenever any changes are proposed or inaugurated in the school program, one is bound to meet with the barrage of criticisms arising from many people in the community as well as some pupils and teachers. This condition can be minimized, if not obliterated, by fostering shared wholesome attitudes and a better understanding<sup>of</sup> all concerned.

Under any and all conditions the writer feels and realizes that any decisions concerning the future development of the overall school program or any integral part thereof, should grow out of the feelings, needs, and ideas of pupils, teachers, administrators and citizens. The writer feels these ideals should be kept before the public at all times. Further, the writer feels that this can be done through the Public Relations program, which in turn will provide a two-fold service: "(1) Keeping the public intelligently informed regarding the educational program and the school conditions, and (2) appraising school officials and employees of community conditions and the peoples' attitudes toward the educational program."<sup>1</sup>

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<sup>1</sup>George C. Kyte, The Principal at Work (Atlanta, 1952), p. 256.

No Public Relations program can be effective unless the school program itself is fundamentally sound. The interpretation of material carefully gathered, consciously analyzed, and truthfully presented is the basis of a substantial public relations program. Its significance is rapidly being realized.

Statement of the Problem.-- The problem involved in this research was the analysis of the opinions of twenty teachers, twenty students, twenty white laymen, and twenty colored laymen as reflected in their reactions to the questions on the Illinois Follow-up Questionnaire: "What Do You Think," as an identification of the educational needs of youth which might be publicized through a Public Relations program sponsored by the Hawkinsville High and Industrial School, Hawkinsville, Georgia. Specifically, this study has sought to determine what "value" was being placed on various desirable and accepted roles of the modern high school by the adult and school populations of Hawkinsville, Georgia as of the school year of 1954-1955.

Purpose of the Study.-- The overall purpose of this research has been to determine and analyze the opinions of selected groups of the adult and school populations of Hawkinsville, Georgia, 1954-1955, about the specific roles which should be played by the high school in the education of youth.

More specifically, the purposes of this study have been to ascertain and formulate answers to the following questions:

1. What are the problems that cause conflicting ideas between the school and the community?

2. What do the people want the school to do for the community?
3. What problems are more serious than others and in what order do they rank?
4. What activities are being sponsored by the school to meet the identified needs of high school students?
5. What significant implications for educational theory and practice as derived from the analysis and interpretation of the data can be utilized as a frame-of-reference for a Public Relations program sponsored by the school?

Definition of Terms.-- The term "Public Relations" as given by Kyte<sup>1</sup> constitutes the two-fold purpose of "(1) keeping the public intelligently informed regarding the educational program and school conditions, and (2) appraising the school officials and employees of community conditions and the people's attitude toward the educational program."

Two characterizations of the significant term pertinent to the basic concept of this research are below:

According to Edmonson, Roemer and Bacon,<sup>2</sup> public school relations may be defined as ". . .that particular kind of goods resulting from an intelligent understanding among citizens of the aims, the scope, the achievements, and the present problem of the school system."

Locale of the Study.-- Hawkinsville, Pulaski County, is located in South-central Georgia on the banks of the Ocumulgee river. The rapidly growing population of this city has been influenced by the influx of

1

George C. Kyte, The Principal at Work (Atlanta, 1952), p. 256.

2

J. N. Edmonson, et al, The Administration of the Modern Secondary Schools (New York, 1950),

more and better industries, such as: cotton-mills, clothing industries, food-processing plants, ware-houses, automotive shops, and similar industries.

Hawkinsville, Georgia has about thirty-seven industrial establishments, not including the nearby Warner Robins Air Material Area, a military installation. The population for 1950 was 13,058, with 6,659 or 51 per cent and 6,398 or 49 per cent Negro and white inhabitants, respectively.<sup>1</sup>

The educational system of Pulaski County, Georgia is divided into two administrative units, namely: the Pulaski County School System and the Hawkinsville City School System. In the county there are nine schools for Negro children and youth: eight elementary schools in the rural areas and a combination elementary and high school in the city of Hawkinsville. The white children and youth of the county are served by only two schools: a combination elementary and junior high school and a combination elementary and high school, offering grades 1 through 8 and 1 through 12, respectively.<sup>2</sup>

There is a total of 2178 children and youth enrolled in the public schools of Pulaski County, Georgia. According to race, there are 1175 enrolled in the Negro schools and 1003 enrolled in the white schools. There is a total of 120 teachers employed to serve these children and youth, with 82 and 38 being white and Negro teachers, respectively.<sup>3</sup>

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<sup>1</sup>Pulaski County, Georgia, Chamber of Commerce Report, (Hawkinsville, 1951).

<sup>2</sup>Superintendent's Office, Pulaski County Board of Education, (Hawkinsville, Georgia, 1955).

<sup>3</sup>

Ibid.

Period of the Study.-- This study was conducted during the spring and summer months of the 1954-1955 school year.

Method of Research.-- The Descriptive-Survey Method of research, employing the techniques of the questionnaire and the interview, was used to gather the data necessary for this study.

Description of the Subjects.-- There were eighty subjects involved in this study: twenty students from the Hawkinsville High and Industrial School, ranging in age from fifteen to nineteen years; twenty teachers from the Hawkinsville High and Industrial School, ranging in age from twenty-four to fifty-three years; and twenty white laymen, ranging in age from thirty-four to sixty-one years; and twenty Negro laymen, ranging in age from twenty-eight to sixty-eight years. The educational level of the subjects ranged from ninth grade through four years of college training. The socio-economic level of the subjects could well be described as typical of the average small size town and agricultural region to be found in the state of Georgia.

It is to be noted that the group of twenty teachers was comprised of five men and fifteen women, all of whom held the bachelor's degree, with several of them in the midst of systematic graduate work and two of them at approximately the master of arts degree level of attainment. All of these teachers are employed at the grade-level or in the subject-matter area for which they have been trained and for which they hold the appropriate teaching certificate.

The group of twenty students was selected from the total high school enrollment in grades nine through twelve on the basis of the individual's

mental alertness, sensitiveness to the problems of the school situation, together with his or her overall participation in school and community activities.

The group of white laymen was comprised of successful adult citizens working in the areas of: business, banking, medicine, dentistry, law, industrial management; and a School Board member and chairman.

The group of twenty Negro laymen was comprised of successful adult citizens working in such occupations as the following: skilled trades, such as, auto mechanics, shoe-repairing, carpentry; domestic service; and the ministry.

It is to be noted that both groups of the laymen were composed of outstanding and leading citizens who are held in the highest esteem throughout Pulaski County, Georgia.

Description of the Instruments.-- The basic instruments used in gathering the data for this research were a questionnaire and interviews. The questionnaire was used to get the reactions of the subjects to the various indicated problems of the school; and the interview was used wherever there was need for clarification of the intent of and/or response to items on the questionnaire.

The specific questionnaire used was one of a series titled: "How To Conduct a Follow-Up Study,"<sup>1</sup> which have been developed and extensively

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<sup>1</sup>  
Kenneth B. Henderson and John E. Goerwitz, How To Conduct the Follow-Up Study. (Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 11, Office of the Superintendent of Public Instruction, Springfield, Illinois, August, 1950.



used by the Illinois Secondary Curriculum Program. The specific questionnaire used in this study was "What Do You Think" which was designed to ascertain the reactions of the respondent to fifty (56) six real-life problems of youth which constitute a challenge to the educational program of the high school. These 56 problems are categorized under eight major areas of concern, to wit: (1) Earning a Living, (2) Developing an Effective Personality, (3) Living Healthfully and Safely, (4) Managing Personal Finances Wisely, (5) Spending Leisure-time Wholesomely and Enjoyably, (6) Taking an Effective Part in Civic Affairs, (7) Preparing for Marriage, Home-making, and Parenthood, and (8) Making Effective Use of Educational Opportunities.

The results of the successful use of this questionnaire have been epitomized in a book, "What People Think About Their Schools,"<sup>1</sup> authored by Hand, who is the coordinator of the Illinois Secondary Curriculum Program.

Procedure.-- The procedural steps used in the conduct of this research were as follows:

1. The literature pertaining to Public Relations programs was reviewed, summarized, and abstracted for inclusion in the thesis copy.
2. The personnel involved in this study, including teachers, pupils and laymen, was contacted, selected, and their participation assured.
3. The questionnaire: "What Do You Think," adopted from the Illinois Secondary School Curriculum Program series, was distributed to and adequately executed by the eighty (80) subjects selected from the adult and school populations of the Hawkinsville High and Industrial School, Hawkinsville, Georgia.

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<sup>1</sup>Harold C. Hand, What People Think About Their Schools, (New York, 1948).

4. The returned questionnaires were carefully examined for completeness adequacy of responses to determine their usability for the purposes of the research.
5. The data from this questionnaire were then assembled into appropriate tables and statistically treated with reference to frequency and per cent, together with the index of importance as indices of appraisal.
6. The formulation of the findings, conclusions, recommendations and implications as indicated by the analysis and interpretation of the data has been included in the finished thesis copy.

Value of the Study.-- It is hoped that the findings of this study will prove of value in bringing about a better knowledge of school-community problems. It is, also, hoped that this study will indicate the necessary steps toward improving school-community relations. This study should prove of value in that it will also reveal the wider range of Public Relations programs which is preferred by the community and the school. Finally, that the findings of this study may be fruitfully used in the inauguration of an effective Public Relations program for the Hawkinsville and Industrial School, (Hawkinsville) Pulaski County, Georgia.

Related Literature.-- A review of the literature related to the problem of this research revealed that various authors who have studied the aspects of "Public Relations" programs as well as the more basic problem of "School-Community Relationships" are in agreement that the school can do a lot towards bringing closer together the efforts of the school and the community in their mutually important task of providing an adequate and effective educational program for children and youth. In the immediate paragraphs to follow will be presented some of the more significant statements pertaining to the philosophy, objectives, and

techniques of the Public Relation function with reference to a public school.

The policies, objectives, and responsibilities of a school should be known and understood by the community at all times. In this connection, Edmonson, Roemer, and Bacon<sup>1</sup> state:

It is a serious mistake to assume that the general public understands the objectives, the scope, or the achievement of the secondary school. It is a false assumption that the public appreciates the difficulties faced by many schools in their efforts to provide an appropriate education for all the children of all the people. A well conceived program of public relations is therefore necessary.

In this same connection, Pressy and Robinson<sup>2</sup> state:

. . .in a democracy the citizens must ultimately determine local policy with respect to education. Important questions concerning the scope and nature of education are being raised continually, and our citizens should be prepared to decide them wisely. They must therefore, have an understanding of the purposes, the scope, and the achievements of the school.

The role of the principal in a Public Relations program is evaluated by Moehlman,<sup>3</sup> thusly:

. . .contrast to the time assigned to the supervision, a program of public relations demands a comparatively small amount of the principal's time. Nevertheless it is a very important responsibility, requiring careful, intensive planning and execution because of the purpose it serves.

Relative to the importance and validity of the research dealing with public relations, Jacobson, Reavis, and Logsdon<sup>4</sup> have this to say:

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<sup>1</sup> J. N. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary Schools, (New York, 1950).

<sup>2</sup> Sidney L. Pressy and Francis P. Robinson, Psychology of the New Education, (New York).

<sup>3</sup> Arthur B. Moehlman, Public School Relations, (New York, 1927), p.14.

<sup>4</sup> Paul B. Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals, (New York, 1953), p. 84.

It is more effective to follow plans which have been demonstrated as successful, rather than rely on the individual's opinion of the best methods of procedure.

The rising tide of public interest and participation at the "policy-making" level of the administration of the public schools of America, is thusly described by the Association of School Administrators:<sup>1</sup>

. . .now there is a general movement to invite the lay public to a closer inspection of the schools--witness the Citizens Commission for Public Schools, the Business-Industry-Education Day Program of the United States Chamber of Commerce, and numerous local citizens' advisory groups it is more important than ever that accurate reporting be an established feature of any public relations efforts. The public is in a mood to examine their educational dollar and see what it is buying. The product will need to be exactly as advertised.

In order to promote understanding about the school in the community, Langfitt, Cyr, and Newson,<sup>2</sup> have pointed out:

It is the purpose of the public relations program to provide an intelligent appreciation and understanding of the work of the public schools. One of the chief objectives in any school program should be to inform the citizen and to quicken the sense of public responsibility for an efficient system of public schools. Changes in the school problem must rest upon the ultimate approval of the community.

The time is at hand when educators have awakened to the fact that the schools need a large measure of understanding between the school and the community. This concept is expressed by Edmonson, Roemer, and Bacon,<sup>3</sup> in this statement:

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<sup>1</sup> American Association of School Administrators, Public Relations for America's Schools, Twenty-eighth Yearbook, 1950, p. 102.

<sup>2</sup> Emerson R. Langfitt, Frank W. Cyr, and William N. Newson, The Small High School at Work, (New York, 1938), p. 351.

<sup>3</sup> J. N. Edmonson, Joseph Roemer, and F. L. Bacon, The Administration of the Modern Secondary Schools, (New York, 1950), p. 475.

There is a growing opinion among educators that ineffective public relations policies are proving very costly to the schools and this conviction is causing a determined effect upon most issues in the social interpretation of the schools.

According to Harlow,<sup>1</sup> the principal has an important role to play in any public relations program; for he states:

The principal should make public relations a major concern of the school for the teachers, pupils and members of the community. He should cultivate in the teachers the attitude and habit of carrying on and reporting their educational activities in a sound public relations manner and set up machinery in the schools through which teachers can report regularly on the activities of public relations significance.

The principal as an administrator needs faith, skill and courage to achieve school-community cooperation. Misner<sup>2</sup> states this point-of-view, thusly:

"Significant achievement will require that full information concerning the conditions of the schools be made available as the basis for community study, appraisal and action."

Today it seems to be an educational policy that the surveying of opinion is inherently a participatory activity and that parent-pupil-teacher participation is the key to more democratic and hence better schools. Hand<sup>3</sup> emphasizes this point-of-view as follows:

It is axiomatic that more democratic schools can be had only to the degree that parents and teachers are able to constitute

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<sup>1</sup>Rex F. Harlow, "The School Public Relations Program," The Education Digest, X (October, 1944), p. 27.

<sup>2</sup>Paul J. Misner, "School Community Cooperation," The Nations Schools, L (January, 1953), p. 59.

<sup>3</sup>Harold C. Hand, What People Think About Their Schools, (New York, 1946), p. 23.

themselves a working unit. To achieve such/<sup>as</sup> a working unit, it is necessary for the teacher and parent to understand one another in reference to all important considerations which have a bearing on the work of the school. Not only must teachers understand parents, and vice versa, but teachers must become aware of the views of their fellow patrons, if the basis for effective home-school unity is to be had.

Many "public opinion" surveys on the different aspects of public relations programs have been made. One of these surveys was conducted among its members by the American Association of School Administrators, with the findings reported in the Thirtieth Yearbook of the American School Superintendency,<sup>1</sup> and the significant points-of-view emphasized below.

1. The school has a special assignment from society which requires that the instruction be protected from temporary community influences. It is necessary, therefore, for the school system to seek deliberately to keep at a minimum its contacts with non-school agencies.
2. The school is a part of the current social scene while its functions require some isolation, it should draw upon the community for information and experiences which can be useful in instruction. Contact, therefore, must be maintained with a selected group of non-school agencies.
3. While holding fast to the good from the past in American life, the school deliberately should seek to improve community life and to adapt itself to meeting effectively changing social conditions. There will be necessarily a large number of school community relationships, cooperative in nature, and mutually influential both upon the school and the community.

It was found in this study that: only about one per cent of the superintendents believed that the school should be an institution isolated from the community influences, but six per cent of the rural

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American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook, (Washington, D. C., 1952), pp. 128-129.

superintendents and two per cent of the city superintendents were in communities where the schools were so isolated.<sup>1</sup>

However, about eleven per cent of the superintendents, forty-six per cent of the rural superintendents and forty-five per cent of the city superintendents reported that the typical practice was a partial isolation of the schools, with some contact with non-school agencies.<sup>2</sup>

Whereas, about eighty-eight per cent of the superintendents favored a large degree of school and community interaction and mutual influence. Only forty-eight per cent of the rural and fifty-three per cent of the urban superintendents reported such interaction actually existed in their own communities.<sup>3</sup>

A "public opinion" survey of what the people of San Diego, California thought about their schools revealed, according to a report by Crawford,<sup>4</sup> the following significant facts:

1. First, the people of San Diego approved of their public schools and stand ready to support them with another bond issue and even higher taxes, if necessary, as the need for more facilities and increased salaries become acute.
2. Second, there is a need for a constant review of the educational program to make sure that it is effective in those areas of instruction in which the public is vitally concerned.

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<sup>1</sup>  
American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook, (Washington, D. C., 1952), pp. 129.

<sup>2</sup>  
Ibid., p. 129.

<sup>3</sup>  
Ibid., p. 129.

<sup>4</sup>  
Will C. Crawford, "Public Opinion Survey Shows How San Diegans Regard Schools," The Nation's Schools, XLXIX, (February, 1952), pp. 35-37.

3. Third, there is the challenge to the entire educational personnel of the San Diego Schools to acquaint the population of the city of whatever is being taught throughout the schools; for the citizenry needs to be intelligent about school affairs, if it is to be able to combat anti-school propaganda which creates doubt and opposition to the educational program.

Studies have been made on the role of the school program itself in Public Relations. Short,<sup>1</sup> conducted a survey on the extent and nature of city-planning education in the public schools of ninety-two cities in the United States with a population of 100,000 or more.

Short found that in forty-one per cent of the cities there were units, courses, or projects on city-planning in the curriculum. The benefits<sup>2</sup> of city-planning education cited were:

1. Stimulates civic pride and greater interest in civic planning.
2. Stimulates unified effort of all city agencies.
3. Provides for active community participation of youth.
4. Helps move teachers and pupils from study to action.

Stripling,<sup>3</sup> with the aid of a grant from the Alfred P. Sloan Foundation, conducted a project on "The Effect of Local Schools on the Improvement of Economic Standards of Certain Communities in Florida, Kentucky, and Vermont." The overall findings appeared to warrant the conclusion that the curriculum of the school possesses and oftentimes exerts a high level of potential influence in the areas of "public

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<sup>1</sup>

James F. Short, Jr., "City Planning in Public Schools: A Survey," School Review, LIX (May, 1951), pp. 289-296.

<sup>2</sup>

Ibid., p. 296.

<sup>3</sup>

Robert O. Stripling, "Sloan Projects Points the Way Schools Can Improve Living," School Executive, LXXI (October, 1951), pp. 39-44.



relations" and the total life-patterns of the community.

Summary of the Related Literature.-- The review of the Related Literature pertinent to the overall problem of this research which is concerned with aspects of a Public Relations program as well as Community-School Relationships has revealed that there is general agreement that the schools have a definite, and, perhaps, inescapable, responsibility of bringing closer together the citizens population and the school population which they serve. The Related Literature appears to emphasize these fundamental concepts:

1. There is an increasing use of public-opinion surveys in providing factual information to be used in the Public Relations program of our public schools.
2. There is the increasing belief and practice of having all groups of citizens, regardless of socio-economic status, to participate in the project of providing better schools for our children.
3. A comprehensive, wholesome, and continuing Public Relation program is a necessary and fruitful adjunct to a modern public school system.
4. There is an increasing awareness of the fact that the maintenance of schools and educational programs are the co-operative concern and responsibility of the citizenry and school people in a joint enterprize of social advancement.
5. The school principal can not escape his role of educational leadership within the framework of a Public Relations program and in School-Community Relationships.

Illustrative of the public and professional thinking upon the problem of bringing the School and Community close together in their efforts to provide an adequate educational program for all, are the significant statements which follow.

Edmonson, Roemer, and Bacon state:

It is a serious mistake to assume that the general public understands the objectives, the scope, or the achievement of the

secondary school. It is a false assumption that the public appreciates the difficulties faced by many schools in their efforts to provide an appropriate education for all the children of all the people. A well conceived program of public relations is therefore necessary.

Pressy and Robinson affirm:

In a democracy the citizens must ultimately determine local policy with respect to education. Important questions concerning the scope and nature of education are being raised continually, and our citizens should be prepared to decide them wisely. They must, therefore, have an understanding of the purposes, the scope, and the achievements of the schools.

Moehlman states:

. . .contrast to the time assigned to the supervision, a program of public relations demands a comparatively small amount of the principal's time. Nevertheless, it is a very important responsibility, requiring careful, intensive planning and execution because of the purpose it serves.

Jacobson, Reavis, and Logsdon in emphasizing the importance and validity of the research dealing Public Relations, state: "It is more effective to follow plans which have been demonstrated as successful, rather than rely on the individual's opinion of the best methods of procedure.

The rising tide of public interest and participation at the "policy-making" level of the administration of the public schools of America, is thusly described by the Association of School Administrators:

. . .now there is a general movement to invite the lay public to a closer inspection of the schools--witness the Citizens Commission for Public Schools, the Business-Industry-Education Day Program of the United States Chamber of Commerce, and numerous local citizens' advisory groups--it is more important than ever that accurate reporting be an established feature of any public relations efforts. The public is in a mood to examine their educational dollar and see what it is buying. The product will need to be exactly as advertised.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Organization and Treatment of Data.-- In this chapter the following procedure was used for the presentation, analysis, and interpretation of the data derived from the administration of the Illinois, Follow-up Questionnaire: "What Do You Think?" to groups of laymen, high school students, and staff-members of the Hawkinsville High and Industrial School, Hawkinsville, Georgia, 1955-1956. First, the responses on the returned questionnaires were tabulated to find out to what extent the individuals of the respective four groups: twenty students, twenty teachers, twenty white laymen, and twenty colored laymen, had given answers to each of the fifty-six (56) problems proposed thereon. (See Appendix A). Second, the data-responses for each of the 56 problems were assembled into appropriate Tables, with the frequencies, per cents, and Indices of Importance computed in each instance. Third, conclusions were formulated for each of the 56 problems to determine to what extent the "evaluations" of the subjects warranted curricular revisions and/or modifications and to publicize the same through a Public Relations program. Fourth, the data on the fifty-six "real-life" problems were organized for presentation and interpretation under the eight captions titled thusly:

1. Area of Earning a Living
2. Area of Developing an Effective Personality
3. Area of Living Healthfully and Safety

4. Area of Managing Personal Finances Wisely
5. Area of Spending Leisure-time Wholesomely and Enjoyably
6. Area of Taking an Effective Part in Civic Affairs
7. Area of Preparing for Marriage, Home-making, and Parenthood
8. Area of Making Effective Use of Educational Opportunities

The interpretation of the data will follow, in turn, the outline above.

### Area of Earning a Living

Area of Earning a Living.-- The data on the area of Earning a Living as derived from the responses of the four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen, are presented in Tables 1 through 6, which deal with the six (6) aspects of Earning a Living.

### The Problem of Obtaining Adequate Information About Vocation.--

Table 1, page 20, presents the data on the responses of the four groups of subjects to the question: Do You Think the High School Should Help Pupils Secure Adequate Information About Vocations? The data in Table 1 shows that there was a 100 per cent "yes" responses for each of the four groups. None of the four groups registered either "uncertain" or "no" responses.

<sup>1</sup>

The Indices of Importance<sup>1</sup> for the groups were found to be as follows:

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<sup>1</sup> Index of Importance: The Index of Importance was computed by weighing the per cents of responses in the following manner:	
Per Cent indicating "very important"	x 3
Per Cent indicating "important"	x 2
Per Cent indicating "not important"	x 1
Total divided by 100 equal the Index of Importance	

TABLE 1

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION: DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO SECURE ADEQUATE INFORMATION ABOUT VOCATIONS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

3.00 each for the Teachers, Students, White laymen, and Colored laymen, respectively. This unanimity of approval of the policy that the program of the school should provide adequate information about vocations indicates that the public and school populations expect this service from the school.

The Problem of Discovering Vocational Interest and Abilities.--

Table 2, page 21, presents the data on the responses of the four groups of subjects to the question: Should the high school help pupils to discover their vocational interests and abilities?

The data in Table 2 reveals that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 100 per cent for the Students, 75 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 2 shows that there were not any

TABLE 2

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THAT THE HIGH SCHOOL SHOULD HELP PUPILS DISCOVER  
THEIR VOCATIONAL INTERESTS AND ABILITIES

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	75	25	-	2.50
Colored Laymen	100	-	-	3.00

"uncertain" responses indicated for the groups of Teachers, Students, and Colored laymen, but there was 25 per cent for the group of White laymen. Again, there were not any "no" responses made by any of the four groups of subjects.

The Indices of Importance were found to be as follows: 3.00 each for the Teachers, Students, Colored laymen, respectively, 2.50 for the White laymen. It would be interesting to know why the group of White laymen registered 25 per cent who were uncertain about the school providing the opportunities for pupils discovering their vocational interests and abilities. However, the overall data would justify the assumption that the public is expecting the school to provide adequate vocational information which will motivate the unfolding of the pupils interests and abilities.

TABLE 3

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
MAKE A WISE OCCUPATIONAL CHOICE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	75	25	-	2.50
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

The question arises: can the Hawkinsville School provide the "exploratory" learning-experiences necessary to fostering the development of pupils vocational interests and abilities? And, can Hawkinsville finance such a program?

The Problem of Wise Choice of Vocation.-- Table 3, above, presents the data derived from the responses of the four groups of subjects to the question: Should the high school help pupils make a wise choice of vocation?

The data in Table 3 reveals that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 75 per cent for the Students, 100 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 3 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 25 per cent for

the Students, none for either the group of White laymen or the group of Colored laymen. Again, the "no" responses were as follows: none of the four groups of subjects indicated any "no" responses.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.50, 3.00 and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. The adult groups gave full approval to the policy of having the school to assist pupils in making wise choice of vocations; whereas, the student group indicated a marked degree of uncertainty about having the school assist them in making wise occupational choices.

However, the data from all sources indicate that the public and school populations approve the policy of the school providing educational and vocational guidance services to the pupils. This overall approval of the guidance service in the school should constitute a challenge to the school administrators of Hawkinsville, Georgia to make all possible endeavor to inaugurate and maintain at an effective level this desirable and desired service for the youth of the community.

The Problem of Preparation for Vocations.-- Table 4, page 24, presents the data derived from the responses of the four groups of subjects to the question: Do you think the high school should help pupils prepare for their chosen vocations?

The data in Table 4 reveal that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 75 per cent for the Students, 100 per cent for the White laymen, and 85 per cent for the Colored laymen. Further, Table 4 shows that the "uncertain" responses



TABLE 4

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS PREPARE  
FOR THEIR CHOSEN VOCATIONS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	75	25	-	2.50
White Laymen	100	-	-	3.00
Colored Laymen	85	15	-	2.70

for the groups were as follows: none for the Teachers, 25 per cent for the Students, none for the White laymen, and 15 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: not any one of the four groups registered any "no" responses to this item on the questionnaire.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.50, 3.00 and 2.70 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is of interest to note that the groups of teachers and white laymen gave full approval to having the school assist pupils in preparing for their chosen vocations; whereas, the students and the colored laymen did not give their full approval to this policy. It is surprising that the students indicated a marked uncertainty about the school's role in this matter.

TABLE 5

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
DEVELOP GOOD WORK HABITS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	100	-	-	3.00
Colored Laymen	75	15	10	2.60

A crucial question arises in this connection, to wit: to what extent should a high school attempt to prepare a reasonable proportion of its students for the varied vocations which they may choose as their life careers? It is obvious that some criterion or criteria must be set up by the school which will guide its program of vocational education of a fruitful calibre.

The Problem of the Development of Good Work Habits.-- Table 5, above, presents the data derived from the responses of the four groups of subjects to the question: Should the high school help pupils to develop good work habits?

The data in Table 5 reveal that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 100 per cent for the Students, 100 per cent for the White laymen, and 75 per cent for the

Colored laymen. Further, Table 5 shows that the "uncertain" responses for the groups were as follows: none for the groups of Teachers, Students, and White laymen, and 15 per cent for the group of Colored laymen. Again, Table 5 shows that the "no" responses for the groups were as follows: none for the groups of Teachers, Students, and White laymen, and 10 per cent for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 3.00 for the Teachers, Students, and White laymen, respectively, and 2.60 for the Colored laymen. Only the group of Colored laymen expressed any uncertainty about or negation towards the policy of the school providing learning-experiences designed to foster the development of good work habits on the part of the pupils. Perhaps, Negroes as a group do not tend to place too much value on the training in work habits from school instruction, or that individuals do not need to be taught "work-habits" as an absolute quality.

The Problem of Job Placement and Success.-- The data on job placement and success as derived from the responses of the four groups of subjects to the question: Should the high school help pupils get a job and make good in it? are presented in Table 6, page 27.

The data in Table 6 reveal that the "yes" responses for the groups were as follows: 65 per cent for the Teachers, 55 per cent for the Students, 75 per cent for the White laymen, and 65 per cent for the Colored laymen. Further, Table 6 shows that the "uncertain" responses for the groups were as follows: 25 per cent for the Teachers, 35 per cent for the Students, 20 per cent for the White laymen, and 20 per cent

TABLE 6

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS GET A JOB  
AND MAKE GOOD ON IT?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	65	25	10	1.40
Students	55	35	10	2.20
White Laymen	75	20	5	2.55
Colored Laymen	65	20	15	2.30

for the Colored laymen. And, "no" responses for the groups were: 10 per cent for both the group of Teachers and the group of Students, 5 per cent for the White laymen, and 15 per cent for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 1.40, 2.20, 2.55 and 2.30 for the Teachers, Students, White laymen, and Colored laymen, respectively. The low Indices of Importance, together with the lowered per cents indicated that the public and school populations were not significantly in favor of the school having the policy of helping pupils to get jobs and to make good in them. However, the question might be raised as to whether the low indices of importance are due to the unfavorable attitude towards helping to secure jobs or to helping them make good in jobs or to both aspects of the problem. It could be that the subjects believe that the school should help pupils to secure jobs but they may not believe that it is a task of the school

to see to it that the pupils are successful in their jobs.

The Hawkinsville School might well explore just what is the attitude of the public and the school population on the two separate aspects of this problem before attempting to formulate a policy in regard to this task.

A summary of the data on the six aspects or problems of the general problem of "Earning a Living" as have been presented in this section of the research report would appear to warrant the statements to follow.

1. In general, the adult and school populations of Hawkinsville, Georgia indicated an overwhelming favorable attitude towards the school assuming the overall task of helping pupils explore, trained for, and choose the possibilities of vocational destinies.
2. However, the adult and school populations of Hawkinsville, Georgia did not indicated a marked or overwhelming favorable attitude towards the school assuming the task of helping pupils to secure jobs and to make good in them.
3. It is of interest to note that the group of students indicated the most pronounced unfavorable attitudes towards the school assuming tasks in the general area of "Earning a Living."
4. Since job-placement and job-success are recognized as the top aspects of a guidance and counselling service, the question is raised why the student group of the Hawkinsville School was so adverse to having the school provide these specific aspects of vocational guidance?
5. The adverse attitude of the students to the tasks of job-placement and job follow-up should pose a challenge to the staff of the Hawkinsville School to determine the causes and reasons for this adverse psychologic climate of the students to this very important guidance service in our modern age.

#### Area of Developing an Effective Personality

Area of Developing an Effective Personality.-- The data on the area of Developing an Effective Personality as derived from the responses of the four groups: twenty teachers, twenty students, twenty white laymen,

TABLE 7

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE GOOD,  
MANNERS, POISE, AND SELF-CONFIDENCE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	05	-	2.90
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

and twenty colored laymen, are presented in Tables 7 through 16, which deal with the ten (10) separate aspects of Developing an Effective Personality.

The Problem of Acquisition of Good Manners, Poise, and Self-Confidence.-- Table 7, above, presents the data on the responses of the four groups of subjects to the question: Should the high school help pupils acquire good manners, poise, and self-confidence?

The data in Table 7 reveals that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 100 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 7 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, and none for both the group of White laymen and Colored

TABLE 8

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IMPROVE  
THEIR PERSONAL APPEARANCE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	90	05	05	2.85
White Laymen	95	05	-	2.90
Colored Laymen	95	-	05	2.95

laymen. And, the "no" responses were as follows: none of the four groups of subjects indicated any "no" responses to this item of the questionnaire.

The Indices of Importance were found to be as follows: 3.00, 2.90, 3.00 and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. Except for the group of students with 95 per cent and 5 per cent for "yes" and "uncertain" responses, respectively, all of the other groups registered a 100 per cent favorable attitude towards the school taking on the task of helping pupils desirable traits of social competence.

The Problem of Improving Personal Appearance.-- Table 8, above, presents the data derived from the responses of the four groups of subjects to the question: Should the high school help pupils improve their personal appearance?

The data in Table 8 reveal that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 90 per cent for the Students, 95 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 8 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And, the "no" responses for the groups were: none for the Teachers, 5 per cent for the Students, none for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.85, 2.90, and 2.95 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is obvious from the data that the adult and school populations of Hawkinsville, Georgia are in favor of the school providing learning-experiences designed to help pupils learn how to improve their personal appearance. However, it is interesting to note that 5 per cent of the group of students and 5 per cent of the group of Colored laymen were positively adverse to the school assuming the task of helping the pupils improve their personal appearance. Perhaps, these two groups of subjects felt that the personal appearance of pupils should be outside of the jurisdiction of the school.

The Problem of Controlling Emotions and Conduct.-- Table 9, page 32, presents the data derived from the responses of the four groups of subjects: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils learn to control their emotions and control?



TABLE 9

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN TO  
CONTROL THEIR EMOTIONS AND CONDUCT?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	85	10	5	2.85
White Laymen	90	5	5	2.85
Colored Laymen	100	-	-	3.00

The data in Table 9 reveal that the "yes" responses for the groups were as follows: 90 per cent for the Teachers, 85 per cent for the Students, 90 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 9 shows that the "uncertain" responses for the groups were as follows: 10 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And, the "no" responses for the groups were: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 2.80, 2.85, 2.85 and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is to be noted that the groups of teachers, students, and white laymen indicated some degree of uncertainty as to whether or not the school should be concerned with the training of

the pupils for emotional control; whereas, the groups of students and white laymen indicated also a negative reaction to the policy of the school doing something about the training of pupils for emotional stability and control. On the other hand, it is of interest to note that the adult Negroes were 100 per cent in favor of the school doing something definite in the training of the pupils for the attainment of emotional balance and control.

The overall data indicate that the groups of teachers, students, and white citizens are in need of a measure of orientation and indoctrination as to the crucial importance of having the school include the basic aspects of training for emotional stability in its educational program for children and youth of Hawkinsville, Georgia. The marked degree of mental and emotional sickness in the American population emphasizes how crucial importance of mental and emotional health in the lives of the people.

The Problem of Acquiring the Ability to Speak More Effectively and Enjoyably.-- Table 10, page 34, presents the data derived from the responses of the four groups of subjects: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils acquire an ability to speak more effectively and enjoyably?

The data in Table 10 reveal that for each of the four groups of subjects: teachers, students, white and colored adults there was a 100 per cent of "yes" responses to indicate that there total unanimity of opinion among the people of Hawkinsville, Georgia, that the school should assume the task of developing effective and enjoyable oral

TABLE 10

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE AN  
ABILITY TO SPEAK MORE EFFECTIVELY AND ENJOYABLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

language patterns in children and youth.

Each of the four groups of subjects indicated an Index of Importance of 3.00 for the school's responsibility in helping pupils to achieve the proper language patterns in the area of speech.

The Problem of Acquiring the Ability to Write More Effective and Enjoyably.-- Table 11, page 35, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils to acquire the ability to write more effectively and enjoyably?

The data in Table 11 reveal that with the exception of the group of students with 90 per cent, 5 per cent, and 5 per cent "yes", "uncertain," and "no," respectively, all of the other groups of subjects registered 100 per cent approval of the school having the task of developing

TABLE 11

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO WRITE MORE EFFECTIVELY AND ENJOYABLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	90	5	5	2.85
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

effective and enjoyable writing habits and practices in children and youth.

The Indices of Importance for the groups were 3.00, 2.85, 3.00 and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. The question arises why the group of students was the only one to raise any doubt of and to register any negative opinion towards the school providing learning-experiences which will foster the development of the ability to write and enjoy effective language on the part of pupils.

The Problem of Acquiring the Ability to Read More Effectively and Enjoyably.-- Table 12, page 36, presents the data derived from the responses of the four groups of subjects: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils to

TABLE 12

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO ACQUIRE  
THE ABILITY TO READ MORE EFFECTIVELY AND ENJOYABLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.90
White Laymen	90	5	5	2.85
Colored Laymen	100	-	-	3.00

acquire the ability to read more effectively and enjoyably?

The data in Table 12 reveal that for the groups the "yes" responses were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 90 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 12 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And, the "no" responses were 5 per cent for the group of White laymen, with none for the other three groups of subjects.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.90, 2.85 and 3.00 for the Teachers, Students, White and Colored laymen, respectively. The data indicate that the people of Hawkinsville, Georgia are overwhelming in favor of the school taking on

TABLE 13

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO GET ALONG HAPPILY WITH OTHER PEOPLE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.85
Students	90	5	5	2.85
White Laymen	95	5	-	2.90
Colored Laymen	100	-	-	3.00

the task of helping young people the most effective and enjoyable habits of reading of which they are capable. It is of interest to note that the only adverse opinion came from the White laymen. On the other hand, the groups of students and white laymen indicated a small measure of uncertainty about the policy of the school assuming the responsibility of fostering the proper kind of reading habits on the part of young people.

The Problem of Acquiring the Ability to Get Along Happily with Others.-- Table 13, above, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils acquire the ability to get along happily with others?

The data in Table 13 reveal that the "yes" responses of the four

groups of subjects were as follows: 95 per cent for the Teachers, 90 per cent for the Students, 95 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 13 shows that the "uncertain" responses for the groups were as follows: 5 per cent each for the groups of Teachers, Students, and White laymen, and none for the Colored laymen. And, the "no" responses for the four groups of subjects were as follows: 5 per cent for the group of students and none for the other three groups of subjects.

The Indices of Importance for the groups were found to be as follows: 2.85, 2.85, 2.90 and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. It appears from the analysis of the data that the people of Hawkinsville, Georgia are uniformly in favor of the school providing learning-experiences designed to help the pupils acquiring the skill of getting along happily with others with whom they live, work, and play. The degree of uncertainty expressed by the three groups: teachers, students, and white laymen, towards the school being concerned about the proper personality development of young people, no doubt, indicates the need for orientating the general public not only to importance of proper personality development and training, but the role that the school can play in fostering the attainment of this goal by young people.

The Problem of Developing Intellectual Interests in Order to Become a More Cultivated and Cultured Person.-- Table 14, page 39, presents the data derived from the responses of the four groups of subjects: Teachers, Students, White and Colored laymen, to the question: Should the high

TABLE 14

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP  
INTELLECTUAL INTERESTS IN ORDER TO BECOME MORE  
CULTIVATED AND CULTURED PERSONS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.90
White Laymen	85	10	5	2.75
Colored Laymen	85	10	5	2.75

school help pupils develop intellectual interests in order to become more cultivated and cultured person?

The data in Table 14 reveal that the "yes" responses for the four groups were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 85 per cent for the the White laymen, and 85 per cent for the Colored laymen. Further, Table 14 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 10 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses were: none for groups of Teachers and Students and 5 per cent each for the groups of White and Colored laymen.

The Indices of Importance for the groups were found to be: 3.00, 2.90, 2.75 and 2.75 for the Teachers, Students, White laymen and Colored



laymen, respectively. It is of interest to note that the two citizens groups registered marked and the lowest level of approval of the policy of having the school to assume the task of helping young people develop into cultivated and cultured individuals. Could it be that these two citizens groups possessed a bias towards the words cultivated and cultured when applied to persons? In this connection, it is of interesting note that the group of students registered a slight uncertainty as to what should be the role of the high school in this aspect of individual development.

The Problem of Acquiring the Ability to Distinguish Right from Wrong and to Guide Attitudes Accordingly.--- Table 15, page 41, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils acquire the ability to distinguish right from wrong and to guide their activities accordingly?

The data in Table 15 reveal that the "yes" responses for the four groups of subjects were as follows: 100 per cent for the Teachers, 80 per cent for the Students, 100 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 15 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 15 per cent for the Students, and none each for the group of White laymen and group of Colored laymen. And, the "no" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, and none each for the group of white laymen and the group of colored laymen.

The Indices of Importance for the groups were found to be as follows:

TABLE 15

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO DISTINGUISH RIGHT FROM WRONG, AND TO GUIDE  
THEIR ACTIONS ACCORDINGLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	80	15	5	2.65
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

3.00, 2.65, 3.00 and 3.00 for the Teachers, Students, White laymen and Colored laymen, respectively. It is to be noted that the three adult groups registered a 100 per cent approval of the policy of the school assuming the task of helping young people develop the ability and skill to distinguish right from wrong and to behave accordingly. The lowered value indicated by the students 80 per cent, 15 per cent, and 5 per cent "yes", "uncertain" and "no" responses, respectively, perhaps is indicative of the youthful attitude towards and confidence in their own ability to handle their problems of living.

However, all four groups of subjects together did indicate that they felt that the development of the ability to distinguish right from wrong and to guide activities accordingly was important enough to be included

TABLE 16

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
RESOLVE THEIR PERSONAL PROBLEMS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	80	15	5	2.75
Students	50	30	20	1.57
White Laymen	55	25	20	1.78
Colored Laymen	60	25	15	2.51

in the curricular experiences of the school.

The Problem of Solving Personal Problems.-- Table 16, above, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils resolve their personal problems? This is the last problem in the area of Developing an Effective Personality to which the four groups were asked to react. The lower Indices of Importance for each of the four groups than any of the previous questions to which the subjects responded may well be indicative of the general belief that the personal problems of high school pupils should not be of specific concern of the school.

The responses to the above question as showed in Table 16 were as

follows: (a) The "yes" responses were 80 per cent, 55 per cent, 55 per cent, and 60 per cent for the Teachers, Students, White laymen and Colored laymen, respectively; (b) The "uncertain" responses were 15 per cent, 30 per cent, 25 per cent, and 25 per cent for the Teachers, Students, White laymen and Colored laymen, respectively; (c) the "no" responses were 5 per cent, 20 per cent, 20 per cent, and 15 per cent for the Teachers, Students, White laymen, and Colored laymen, respectively.

The Indices of Importance for the groups were found to be as follows: 2.75, 1.57, 1.78 and 2.51 for the Teachers, Students, White laymen, and Colored laymen, respectively. These data appear to emphasize the fact that the adult and school populations of Hawkinsville, Georgia are definitely in need of having their attitudes towards the personal problems of youth re-directed as to the opportunity resident in the high school for rendering a genuine service to youth. There is too large a proportion of the adult population of Hawkinsville which does not fully realize that the youthful generation needs the assistance of the high school in meeting their personal problems during the critical period of youthhood.

A summary of the data on the ten (10) aspects or problems of the general problem of "Developing an Effective Personality" as have been presented in this section of the research report would appear to warrant the statements to follow.

1. The people of Hawkinsville, Georgia held a favorable attitude towards the school assuming a responsible role in helping youth develop traits of social competence.

2. The adult and school population of Hawkinsville, Georgia were in favor of the school providing learning-experiences designed to foster ability and skill in the area of language-usage.
3. In general the people of Hawkinsville, Georgia felt that the high school had a definite role in helping youth achieve an emotional balance and controlled conduct.
4. In general, the people of Hawkinsville, Georgia felt that the school should have the responsibility of helping youth attain proper development in the areas of proper reading habits, get along happily with others, and intellectual interests and cultural behaviors and skills.
5. However, the good people of Hawkinsville, Georgia indicated an astounding proportion of adverse attitude towards the school having a definite responsibility in helping youth meet and solve their personal problems.
6. From question to question, there was the tendency for the group of students to place a lower value on the role of the school in providing learning-experiences designed to assist them with specific problems in their development.
7. There was a tendency for the citizens groups to place similar value-levels on the role of responsibility of the school in fostering the varied and specific developmental aspects of the pupils.
8. Lastly, it would appear that the overall data in this section of the research indicate that the people of Hawkinsville, Georgia might well be benefitted through a genuine and down-to-earth Public Relations program designed to re-direct as well as to deepen their thinking on the role of the public school in educating the children and the youth of <sup>the</sup> nation in general and Hawkinsville, in particular.

#### Area of Living Healthfully and Safely

Area of Living Healthfully and Safely.-- The data on the area of Living Healthfully and Safely as derived from the responses of the four groups: twenty Teachers, twenty Students, twenty White laymen, and twenty Colored laymen, are presented in Table 17 through 21, which deal with the five (5) aspects of Living Healthfully and Safely.

TABLE 17

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO CARE FOR THEIR HEALTH AND TO DEVELOP  
GOOD HEALTH HABITS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.90
White Laymen	90	5	5	2.85
Colored Laymen	100	-	-	3.00

The Problem of Acquiring the Ability to Care for One's Health and of Developing Good Health Habits.-- Table 17, above, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils acquire the ability to care for their health and to develop good health habits?

The data in Table 17 reveal that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 90 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 17 shows that the "uncertain" responses for the groups were: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And,

the "no" responses for the groups were: 5 per cent for the group of White laymen and none for the other three groups of subjects.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.90, 2.85 and 3.00 for the Teachers, Students, White and Colored laymen, respectively. It is to be noted that the group of teachers and the group of Colored laymen favored by 100 per cent that the school should assume the task of helping pupils achieve a healthful life-pattern. Only the group of White laymen indicated that they did not believe that the school should assume the responsibility of helping pupils achieve the status healthful living. However, it is to be noted that taken as a whole the four groups of subjects indicated overwhelmingly that they were in favor of including health instruction and health practices in the educational program of the school.

The Problem of Selecting a "Family Doctor" and Acquiring the Habit of Visiting Him Systematically.--- Table 18, page 47, presents the data derived from the responses of the four groups: Teachers, Students, White and Colored laymen, to the question: Should the high school help pupils learn how to select a "family doctor" and to develop the habit of consulting him systematically?

The data in Table 18 reveal the "yes" responses for the groups were: 70 per cent for the teachers, 60 per cent for the students, 75 per cent for the white laymen, and 85 per cent for the colored laymen. The "uncertain" responses for the groups were: for the teachers 20 per cent, for the students 25 per cent, for the white laymen 15 per cent, and for the colored laymen 10 per cent. The "no" responses were: 10 per cent

TABLE 18

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
SELECT A "FAMILY DOCTOR" AND TO ACQUIRE THE HABIT OF  
CONSULTING HIM SYSTEMATICALLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	70	20	10	2.50
Students	60	25	15	2.80
White Laymen	75	15	10	2.42
Colored Laymen	85	10	5	2.75

for the teachers, 15 per cent for the students, 10 per cent for the white laymen, and 5 per cent for the colored laymen.

The Indices of Importance for the groups were: 2.50, 2.80, 2.42, and 2.75 for the teachers, students, white laymen, and colored laymen, respectively. It is to be noted that the groups of students and colored laymen placed a higher value than the groups of teachers and white laymen for the practice of selecting and using systematically the services of a doctor as a core of learning-experiences in the program of the school. No doubt, the teachers and white laymen believe more strongly that the matter of the services of a physician is a personal decision rather than a decision and/or concern of a public institution, such as the public school.



TABLE 19

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
SELECT A "FAMILY DENTIST" AND TO ACQUIRE THE HABIT  
OF VISITING HIM REGULARLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	70	20	10	2.70
Students	60	25	15	2.35
White Laymen	75	15	10	2.60
Colored Laymen	85	10	5	2.75

The Problem of Selecting a "Family Dentist" and Acquiring the Habits of Visiting Him Systematically.-- Table 19, above, presents the data as indicated by the four groups to the question: Should the high school help the pupils learn to select a "family dentist" and to acquire the habit of visiting him regularly?

The data in Table 19 reveal that 70 per cent of the teachers, 60 per cent of the students, 75 per cent of the white laymen and 85 per cent of the colored laymen were in favor of the school teaching the students how to select a family dentist. Further, Table 19 shows the "uncertain" responses of the groups to this question were: 20 per cent for the Teachers, 25 per cent for the students, 15 per cent for the white laymen, and 10 per cent for the colored laymen. On the other hand, the "no" responses for the groups were: 10 per cent the Teachers, 15 per cent for

the Students, 10 per cent for the White laymen and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.70, 2.35, 2.60, and 2.75 for the Teachers, Students, White laymen and Colored laymen, respectively. It is to be noted that the Teachers and Colored laymen felt more strongly than did the Students and White laymen that the program of the school should include learning-experiences in the selection and use of the dentist and his services. The data appear to warrant the assumption that school should give serious thought to providing instruction in the proper selection of a dentist and the utilization of services.

The Problem of Learning How to Prevent Accidents to One's Self and to Others, and Acquiring Safety Habits.-- Table 20, page 50, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to prevent accidents and to others and to acquire safety habits?

The "yes" responses for the groups were: 100 per cent for the Teachers, 95 per cent for the Students, 95 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, the "uncertain" responses for the groups were: 5 per cent for student group, with none for the other three groups. And, the "no" responses for the groups were: 5 per cent for the White laymen group, with none for the other three groups of subjects.

The Indices of Importance for the groups were: 3.00, 2.80, 2.95, and 3.00 for the Teachers, Students, White laymen, and Colored laymen,

TABLE 20

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
PREVENT ACCIDENTS TO THEMSELVES AND TO OTHERS AND TO  
ACQUIRE SAFETY HABITS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.80
White Laymen	95	-	5	2.95
Colored Laymen	100	-	-	3.00

respectively. The data reveal that there a very high level of affirmative opinion within each of the four groups that the school include in its educational program learning-experiences in the prevention of accidents and overall safety habits.

The Problem of Learning How to Drive and Care for an Automobile.--

Table 21, page 51, presents the data as indicated by the responses of the individuals of four groups to the question: Should the high school help pupils who are legally old enough to learn how to drive and care for an automobile?

Table 21 reveals that the responses of the groups were characterized by the patterns which follow. The responses of the group of teachers were: 90 per cent "yes", 5 per cent "uncertain," and 5 per cent "no,"

TABLE 21

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS WHO ARE  
LEGALLY OLD ENOUGH TO LEARN HOW TO DRIVE AND  
CARE FOR AN AUTOMOBILE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	5	5	2.85
Students	95	5	-	2.80
White Laymen	80	15	5	2.65
Colored Laymen	90	10	-	2.80

with an Index of Importance of 2.35. The responses of the group of students were: 95 per cent "yes," and 5 per cent "uncertain," with an Index of Importance of 2.80. The responses of the group of White laymen were: 80 per cent "yes," 15 per cent "uncertain," and 5 per cent "no," with an Index of Importance of 2.65. The responses of the group of colored laymen were: 90 per cent "yes," and 10 per cent "uncertain," with an Index of Importance of 2.80.

It is to be noted that only 10 per cent of the four groups of subjects felt definitely that the school's program should not include instruction in "Driver-education." The group of white laymen indicated the lowest level of adverse opinion towards "Driver-education" in the school's program. It would appear from the data, with reference to the

"no" and "uncertain" responses, that / <sup>the</sup> consensus of opinion is not too strongly adverse to the introduction of "Driver-education" in the program of the school.

It appears that the teachers and colored laymen believe that students make better adult drivers and take better care of cars when they are properly trained and disciplined through systematic instruction in the school.

The data under the area of Living Healthfully and Safety, emphasizes the fact that the school would encounter more resistance in providing instruction in this area from these four groups, than previously indicated for the other areas, if the school take steps to introduce a core of learning-experiences within this area into the school program.

#### Area of Managing Personal Finances Wisely

Area of Managing Personal Finances Wisely.-- The data on the area of Managing Personal Finances Wisely as revealed by the responses of the four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen are presented in Tables 22 through 24 which deal with three aspects of managing personal finances wisely.

The Problem of Spending Money Wisely.-- Table 22, page 53, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to spend money wisely?

The data in Table 22 reveal that the "yes" responses for the groups were: 95 per cent for the Teachers, 80 per cent for the Students, 90 per

TABLE 22

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
LEARN HOW TO SPEND MONEY WISELY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	80	15	5	2.65
White Laymen	90	5	5	2.85
Colored Laymen	85	15	-	2.73

cent for the White laymen, and 85 per cent for the Colored laymen. Further, the "uncertain" responses for the groups were: 5 per cent for the Teachers, 15 per cent for the Students, 5 per cent for the White laymen, and 15 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Students and White laymen groups and none for the Teachers and Colored laymen groups.

Indices of Importance for the groups were: 2.90, 2.65, 2.85, and 2.73 for the Teachers, Students, White laymen and Colored laymen, respectively. It is of interest to note that the Students and Colored laymen groups were not very definitely committed to the policy of having the school to provide instruction in the "wise-management-of-money;" whereas, the group of teachers and white laymen placed a much higher value on the need for such instruction to be provided in the

TABLE 23

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
USE THE FACILITIES OF A BANK AND TO DEVELOP HABITS OF THRIFT?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.85
Students	90	5	5	2.80
White Laymen	85	15	-	2.75
Colored Laymen	100	-	-	3.00

school's program. In spite of the lack of high level of consensus of opinion in favor of such instruction in the school, there is little doubt that emphasis upon such type of instruction in the school's program would meet with any active resistance on the part of the public and/or school population.

The Problem of Learning How to Use the Facilities of a Bank and of Developing Habits of Thrift.--Table 23, above, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to use the facilities of a bank and develop habits of thrift?

The data in Table 23 reveal that the "yes" responses for the groups were: 95 per cent for the Teachers, 90 per cent for the Students, 85 per cent for the White laymen, and 100 per cent for the Colored laymen.

Again, the "no" responses for the groups were: 5 per cent for the Teachers, 5 per cent for the Students, 15 per cent for the White laymen, and none for the Colored laymen. Lastly, the Students group with 5 per cent, the only group indicating a "no" response on this item.

The Indices of Importance for the groups were: 2.85, 2.80, 2.73, and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is interesting to note that the group of White laymen indicated by 15 per cent that they were undecided on the policy of having the school's program provide instruction in the proper use of banking facilities and development of the habits of thrift. Could it be that white citizens believe that the fostering of the habits of thrift and the proper use of banking services should be left to the home training or the individual's own insightfulness? And, too, the question arises why the group of Teachers indicated a 5 per cent which was uncertain about the value of training in thrift habits within the educational program of the school? Again, the data would appear to encourage the school to go ahead with whatever plans it has for the introduction and/or strengthening the program of instruction in thrift habits within the educational program of the school.

The Problem of Learning How to Buy Life Insurance.--- Table 24, page 56, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to buy life insurance and securities wisely? This brings us to the last question under the area of Managing Personal Finances Wisely.

The data in Table 24 reveal that the "yes" responses for the groups



TABLE 24

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
BUY LIFE INSURANCE AND SECURITIES WISELY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	85	15	-	2.73
Students	90	10	-	2.80
White Laymen	85	15	-	2.73
Colored Laymen	75	15	10	2.60

were: 85 per cent for the Teachers, 90 per cent for the Students, 85 per cent for the White laymen, and 75 per cent for the Colored laymen. Again, the "uncertain" responses for the groups were: 15 per cent for the Teachers, 10 per cent for the Students, 15 per cent for the White laymen, and 15 per cent for the Colored laymen. Lastly, "no" responses were indicated by only the group of Colored laymen with a 10 per cent.

The Indices of Importance for the groups were: 2.73, 2.80, 2.73, and 2.60 for the Teachers, Students, White laymen, and Colored laymen, respectively. In the light of the low level of positive opinion in favor of the school's program including instruction in the value, purchase, and use of life insurance and securities, the question arises: why teachers, citizens, and high school youth should be of the opinion that

systematic instruction in this area should not be provided in the educational program of a high school? On the other hand, it is of interest to note that the group of Students indicated the highest per cent of "yes" responses that the school program should include instruction in insurance and investment security. However, it is very disturbing to note that the Colored laymen group placed not only the lowest, but a low, value on the need of systematic instruction in the benefits of insurance and securities investment for the youthful generation now in the high school. In these modern times, everyone senses the need for financial competence and security; therefore, it would be expected that adult Negroes would be aware of this fact; and desire such training for their children.

#### Area of Spending Leisure Time Wholesomely and Enjoyably

Area of Spending Leisure Time Wholesomely and Enjoyably.-- The data on the area of Spending Leisure-time Wholesomely and Enjoyably as revealed by the responses of the four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen, are presented in Tables 25 through 36, which deal with twelve aspects of Spending Leisure-time Wholesomely and Enjoyably.

The Problem of Learning to Play Athletic Games and Sports.-- Table 25, page 58, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to play athletic games and sports?

TABLE 25

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
PLAY ATHLETIC GAMES AND SPORTS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	85	10	5	2.75
White Laymen	90	5	5	2.85
Colored Laymen	95	-	5	2.95

The data in Table 25 reveal that the "yes" responses for the groups were: 90 per cent for the Teachers, 85 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, the "uncertain" responses for the groups were: 10 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. Further, still, the "no" responses for the groups were: none for the Teachers and 5 per cent each for the Students, White laymen and Colored laymen.

The Indices of Importance for the groups were: 2.80, 2.90, 2.85, and 2.95 for the Teachers, Students, White laymen, and Colored laymen, respectively. The high Indices of Importance for all of the groups indicate that the public and the school population are of the general opinion that the educational program of the school should provide

TABLE 26

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP  
ONE OR MORE OUTDOOR ACTIVITY HOBBIES  
(GARDENING, CAMPING, FISHING, ETC.)?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	80	15	5	2.65
Students	75	25	-	2.50
White Laymen	75	5	20	2.70
Colored Laymen	90	5	5	2.85

adequate opportunities for instruction in the area of physical education and athletic games. Interestingly enough, the lowest per cent of "yes" responses given to this aspect of the school's program was indicated by the student group which would be the chief beneficiary of such a program of activities. On the other hand, the group of teachers was the only one which did not indicate "no" responses to this aspect of the educational program of the school.

The Problem of Developing Outdoor Activity Hobbies.-- Table 26, above, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils develop one or more outdoor activity hobbies (gardening, camping, fishing, etc.)?

The data in Table 26 reveal that the "yes" responses for the groups were: 80 per cent for the Teachers, 75 per cent for the Students, 75 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, the "uncertain" responses for the groups were: 15 per cent for the Teachers, 25 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 20 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.65, 2.50, 2.70, and 2.85 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of the data in Table 26 would appear to emphasize the following significant facts: (a) the low per cents of "yes" responses would indicate that the public and the school population did not put a very high value on the worthwhileness of outdoor and leisure-time activities as a concern of the school; (b) the groups of teachers and students indicated an unusually high per cent of "uncertainty" about the value of outdoor and leisure-time hobbies within the program of the school; (c) the White laymen's group indicated a high per cent of negative opinion or attitude towards the value of leisure-time hobbies within the school's program; (d) the group of teachers and colored laymen registered only a slight adverse attitude towards the school being concerned with the problems of the leisure-activities of the pupils; whereas, the group of students, themselves, did not register any adverse attitude towards and (e) the general low level of interest of the citizens and the school population about the crucial value and importance of leisure-time activities would appear to indicate the need for the

TABLE 27

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS TO DEVELOP ONE  
OR MORE "MAKING THINGS," "MAKING IT GO,"  
OR "TINKERING" HOBBIES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	70	25	5	2.45
Students	65	25	10	2.40
White Laymen	60	20	20	2.40
Colored Laymen	90	5	5	2.85

administration and staff of the school to give very serious study to the role of leisure-time activities in the lives of children, youth, and adults. Leisure-time activities should have a large place in the lives of all individuals regardless of age and socio-economic status, if their lives are to be well-rounded, wholesome, and happy.

The Problem of Developing "Making Things," Making It Go," or "Tinkering" Hobbies.-- Table 27, above, presents data as indicated by the responses of individuals of the four groups to the question: Should the high school help pupils develop one or more "Making Things," "Making It Go," or "Tinkering" Hobbies?

The data in Table 27 reveal that the "yes" responses for the groups were: 70 per cent for the Teachers, 65 per cent for the Students, 60

per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 27 shows that the "uncertain" responses for the groups were: 25 per cent for the Teachers, 25 per cent for the Students, 20 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 20 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.45, 2.40, 2.40, and 2.85 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of the data in Table 27 emphasizes the following significant facts: (a) except for the Colored laymen the per cent of "yes" responses for the subject-groups was quite low in comparison to previous Table-summations; (b) except for the Colored laymen the per cent of "uncertain" responses was unusually high, with the uncertainty indicated as either one-fourth or one-fifth of the subjects surveyed; (c) the per cent of "no" responses ran high for the groups of students and white laymen; (d) the low level of the Indices of importance, except for the Colored laymen group, points to the fact the citizenry and the school population hold very definite adverse attitudes towards the value of "Hobbies" as a learning-experience within the framework of the educational program of the school; and (e) the composite data for all of the groups would appear to warrant the assumption that people (old and young alike) in Hawkinsville, Georgia do not sense the essential importance of "Hobbies" in the everyday life of the individual as he moves towards personal and social adjustment and happiness.

TABLE 28

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP ONE  
OR MORE ART HOBBIES (SKETCHING, PAINTING, DESIGNING,  
COLLECTING ART OBJECTS, ETC.)?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	85	10	5	2.75
Students	85	10	5	2.75
White Laymen	50	25	25	2.00
Colored Laymen	65	25	10	2.40

Obviously, an interpretation of these data would pose serious problems to the school administration in whatever plans it might have for introducing a program of "Hobbies" as an integral part of the curricular offerings of the school. And, too, there is the clear indication that the public and the school population seriously re-direction in their thinking on this matter.

The Problem of Developing Art Hobbies.-- Table 28, above, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils to develop one or more art hobbies, (sketching, painting, designing, collecting art objects, etc.)?

The data in Table 28 reveal that the "yes" responses for the groups were: 85 per cent for the Teachers, 85 per cent for the Students, 50



per cent for the White laymen, and 65 per cent for the Colored laymen. Again, Table 28 shows that the "uncertain" responses for the groups were: 10 per cent for the Teachers, 10 per cent for the Students, 25 per cent for the White laymen, and 25 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, 5 per cent for the Students, 25 per cent for the White laymen, and 10 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.75, 2.75, 2.00 and 2.40 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of the data in Table 28 serves to point up the fact that "art-hobbies" and, perhaps, Art, itself, do not hold a high level of value in the opinion of the citizens and school population. It is of interest to note that the group of White laymen were the most opposed to "Art-hobbies" in the school program; for only half of them were for it and one-fourth each was uncertain or opposed to it. The Colored laymen were definitely without too much interest in having "Art-hobbies" as a part of the school program. The groups of Teachers, and Students indicated a similar and equal level of interest in "Art" and "Hobbies" being a part of the instructional program of the school. Here, again, the data would appear to warrant the conclusion there is a serious need for the re-direction of the thinking of the people of Hawkinsville, Georgia about the value of Art Activities in and out of school.

The Problem of Learning to Sing or Play/<sup>s</sup>Musical Instrument.--

Table 29, page 65, presents the data as indicated by the responses of

TABLE 29

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN  
TO SING OR PLAY A MUSICAL INSTRUMENT?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	95	5	-	2.90
White Laymen	75	15	10	2.60
Colored Laymen	100	-	-	3.00

the individuals of the four groups to the question: Should the high school help pupils learn to sing or play a musical instrument?

The data in Table 29 reveal that the "yes" responses of the groups were: 95 per cent for the Teachers, 95 per cent for the Students, 75 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 29 shows that the "uncertain" responses for the groups were: 5 per cent for the Teachers, 5 per cent for the Students, 15 per cent for the White laymen, and none for the Colored laymen. And, the "no" responses for the groups were: 10 per cent for only the group of White laymen, with none for either of the other three groups of subjects.

The Indices of Importance for the groups were: 2.90, 2.90, 2.60, and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively.

A summary of the data in Table 29 points to the following facts:

(a) with the exception of the group of White laymen, the members of the groups were very definitely in favor of having the school to provide instruction in singing and playing musical instruments, (b) the White laymen's group was the only one to register a positive "no" to the proposition of having the school to provide opportunities in the area of systematic instruction in music, and (c) the adult Negro group was 100 per cent in favor of a music program in the overall educational program of the school. It would be interesting to learn the reason or reasons for the apparent tendency of the white adult group not to favor the inclusion of musical activities in the instructional program of the school.

The Problem of Selecting and Enjoying Good Music.-- Table 30, page 67, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils acquire the ability to select and enjoy good music?

The data in Table 30 show that the "yes" responses for the groups were: 95 per cent for the Teachers, 85 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Again, Table 30 shows that the "uncertain" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: none for the Teachers, 5 per cent for the Students, 10 per cent for the White laymen, and 5 per cent for the Colored laymen.

TABLE 30

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO SELECT AND ENJOY GOOD MUSIC?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	85	10	5	2.75
White Laymen	85	5	10	2.80
Colored Laymen	90	5	5	2.85

The Indices of Importance for the groups were: 2.90, 2.75, 2.80, and 2.85 for Teachers, Students, White laymen, and Colored laymen, respectively. No doubt, the most significant fact revealed by the data was the fact that all of the groups, with the exception of the group of Teachers, registered an adverse attitude towards the school having anything to do with the selection and enjoyment of good music on the part of the pupils. It is to be appreciated that the group of students might possess a slight adverse attitude towards the school threatening their freedom of action and enjoyment; for school music is too often considered undesirable "high-brow" stuff by the younger generation and the public at large. However, the high level of the Indices of Importance given this proposition would serve to indicate that the school would encounter any serious opposition in its endeavor to provide learning-

TABLE 31

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
GET THE BEST OUT OF THE RADIO?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	5	5	2.85
Students	75	15	10	2.60
White Laymen	70	10	20	2.60
Colored Laymen	85	10	5	2.75

experience in this area.

The Problem of Getting the Best Out of the Radio.-- Table 31, above, presents the data as indicated by the responses of the four groups to the question: Should the high school help pupils learn how to get the best out of the radio?

The data in Table 31 show that the "yes" responses for the groups were: 90 per cent for the Teachers, 75 per cent for the Students, 70 per cent for the White laymen, and 85 per cent for the Colored laymen. Further, Table 31 shows that the "uncertain" responses for the groups were: 5 per cent for the Teachers, 15 per cent for the Students, 10 per cent for the White laymen, and 10 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 20 per cent for the White laymen, and 5 per

cent for the Colored laymen.

The Indices of Importance for the groups were: 2.85, 2.60, 2.60, and 2.75 for the Teachers, Students, White laymen, and Colored laymen, respectively. The groups, with the exception of the group of teachers, indicated a very definite adverse opinion on the school providing any systematic learning-experiences which would foster a fuller and the best enjoyment out of radio-listening on the part of the school population. The groups of students and White laymen indicated a very definite adverse attitude towards the school having a control role in the activities of listening to the radio. Here, again, the data appear to indicate that the people of Hawkinsville have the tendency to believe that the school should not be too seriously concerned with leisure-time activities of the pupils, and perchance, those of the adult citizens as well.

The Problem of Selecting and Enjoying Good Motion Pictures.--

Table 32, page 70, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils acquire the ability to select and enjoy good motion pictures?

The data in Table 32 reveal that the "yes" responses of the groups were: 95 per cent for the Teachers, 65 per cent for the Students, 70 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 32 shows that the "uncertain" responses of the groups were: 5 per cent for the Teachers, 25 per cent for the Students, 15 per cent for the White laymen, and 5 per cent for the Colored laymen. And,

TABLE 32

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO SELECT AND ENJOY GOOD MOTION PICTURES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	65	25	10	2.40
White Laymen	70	15	15	2.40
Colored Laymen	90	5	5	2.80

the "no" responses for the groups were: none for the Teachers, 10 per cent for the Students, 15 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.90, 2.40, 2.40, and 2.80 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is of interest to note that the groups of teachers and colored laymen were very definite of the opinion that the school should help pupils to select and to enjoy good motion pictures; whereas, the groups of students and white laymen were very definite in the opinion that the school should not assume the responsibility for training the youth in the selection and enjoy of good motion pictures. No doubt, this pronounced adverse attitude towards the school role in the motion-picture viewing of its pupils constitutes a challenge to the vision and

TABLE 33

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO SELECT AND ENJOY GOOD BOOKS AND MAGAZINES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	85	10	5	2.75
White Laymen	90	5	5	2.85
Colored Laymen	95	5	-	2.90

efforts of school people.

The Problem of Selecting and Enjoying Good Books and Magazines.--

Table 33, page 71, presents the data as indicated by the responses of the four groups to the question: Should the high school help pupils acquire the ability to select and enjoy good books and magazines?

The data in Table 33 reveal that the "yes" responses for the groups were: 95 per cent for the Teachers, 85 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 33 shows that the "uncertain" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: none either the Teacher or Colored laymen groups and 5 per cent for either the Student or White



laymen groups.

The Indices of Importance for the groups were: 2.90, 2.75, 2.85, and 2.90 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is to be noted that the group of students and the group of white laymen registered 5 per cent "no" as an adverse opinion for the school to have anything to do with the reading habits of the pupils. Here, again, there is an apparent tendency for the group of students and the group of white laymen to avoid what to them, no doubt, appears as measures of control. On the other hand, there might be the assumption on the part of those who registered "no" and "uncertain" that they were already fully competent to select properly and to enjoy most fully the reading materials they may chance to peruse.

The Problem of Acquiring the Social Skill of Dancing, Playing Party Games, Doing Party Stunts, etc.—Table 34, page 73, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils acquire the social skills of dancing, playing party games, doing parlor stunts, etc.?

The data in Table 34 shows that the "yes" responses for the groups were: 85 per cent for the Teachers, 95 per cent for the Students, 75 per cent for the White laymen, and 85 per cent for the Colored laymen. Further, Table 34 shows that the "uncertain" responses for the groups were: 10 per cent for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and 10 per cent for the Colored laymen. Further, still, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 20 per cent for the White laymen,

TABLE 34

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
SOCIAL SKILLS OF DANCING, PLAYING PARTY GAMES,  
DOING PARTY STUNTS, ETC.?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	85	10	5	2.75
Students	95	5	-	2.90
White Laymen	75	5	20	2.70
Colored Laymen	85	10	5	2.75

and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were: 2.75, 2.90, 2.70, and 2.75 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of data in Table 34 emphasizes the following important facts: (a) the group of students were the most pronounced in their belief that the school program should provide experiences in the social skills, (b) the White laymen's group was the most pronounced in the belief that the school should not be concerned with the development of the social skills, (c) it was surprising that the group of teachers did not indicate a stronger opinion in favor of the school offering learning-experiences in the social skills, and (d) the apparent lack of the proper sensing of the value of this type of training for the younger generation on the part of the adult citizenry.

TABLE 35

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO TAKE AN ENJOYABLE PART IN  
DRAMATIC ACTIVITIES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	5	5	2.85
Students	90	10	-	2.80
White Laymen	80	10	10	2.70
Colored Laymen	90	10	-	2.80

The Problem of Taking an Enjoyable Part in Dramatic Activities.--

Table 35, above, presents the data as indicated by the responses of individuals of the four groups to the question: Should the high school help pupils acquire the ability to take an enjoyable part in dramatic activities?

The data in Table 35 reveal that the "yes" responses for the groups were: 90 per cent for the Teachers, 90 per cent for the Students, 80 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 35 shows that the "uncertain" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 10 per cent for the White laymen, and 10 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 10 per cent for the White laymen, and none for the

Colored laymen.

The Indices of Importance for the groups were: 2.85, 2.80, 2.70 and 2.80 for the Teachers, Students, White laymen, and Colored laymen, respectively. The teachers, students, and colored laymen groups indicated similar and approximately equal levels of approval of the policy of the school providing educative experiences in the dramatic arts for the school population. The white adults were inclined not to look with too much favor on the policy of having the school to provide educative dramatic activities for school youth.

The Problem of Selecting and Enjoying Good Plays.-- Table 36, page 76, presents the data as indicated by the responses of the individuals by the four groups to the question: Should the high school help pupils acquire the ability to select and enjoy good plays?

The data in Table 36 show that the "yes" responses for the groups were: 95 per cent for the Teachers, 90 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 36 shows that the "uncertain" responses for the groups were: none for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and 10 per cent for the Colored laymen. Again, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 10 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were: 2.85, 2.80, 2.60, and 2.80 for the Teachers, Students, White laymen and Colored laymen, respectively. The high level of the Indices of Importance for these

**ERRATUM**

- I. No data on pages 76, 77, and 78 which are here inserted to provide the continuous pagimentation which was broken by the error of omission.
- II. The presentation and analysis of the data ending on page 75 will be found continued on page 79.

L. E. B. - W. V. W.

## ERRATUM

- I. No data on pages 76, 77, and 78 which are here inserted to provide the continuous pagimentation which was broken by the error of omission.
- II. The presentation and analysis of the data ending on page 75 will be found continued on page 79.

L. E. B. - W. V. W.

## ERRATUM

- I. No data on pages 76, 77, and 78 which are here inserted to provide the continuous pagimentation which was broken by the error of omission.
- II. The presentation and analysis of the data ending on page 75 will be found continued on page 79.

L. E. B. - W. V. W.

TABLE 36

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO SELECT AND ENJOY GOOD PLAYS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	-	5	2.85
Students	90	10	-	2.80
White Laymen	85	5	10	2.80
Colored Laymen	90	10	-	2.80

data would appear to indicate that the groups held a very favorable attitude towards the policy of the school which would provide learning experiences which would be of assistance to the pupils in the selection and enjoyment of high-type plays. The White laymen's group, however, was the least favorable in its attitude towards the school participating in this kind of educational activity.

Finally, the analysis and interpretation of the data on the twelve aspects or problems under the general caption of "Spending Leisure-time Wholesomely and Enjoyably," as has been presented in the immediate sections above, would appear to justify the assumptions stated below.

1. It would appear that the general public and the school population of Hawkinsville, Georgia, are not keenly aware of the cruciality and importance of the segment of "leisure-time activities" in the lives of individuals.



2. It would appear that the general public and the school population of Hawkinsville, Georgia, are not sensitive to the "need" not too receptive to the policy of having the educational program of the school provide learning-experiences in the area of "leisure-time" living.
3. It would appear that the teachers of the Hawkinsville High School are not as fully alerted as they should be to a policy of having the educational program of the school geared to "Needs of Youth" in the area of "Leisure-time" activities.
4. It would appear that there is a serious need for a program designed to re-direct the thinking of the public and school population of Hawkinsville, Georgia, to fact that the educational program of a school should provide learning-experiences which will foster the proper attitudes and develop adequate competences in the area of "Leisure-time" living for girls and boys.
5. Lastly, the composite data for these twelve aspects of "Leisure-time" living strongly indicate that there is a serious need for a Public Relations program which will be concerned with this grave problem of the re-direction of the thinking of the public on crucial educational policies.

#### Area of Taking An Effective Part In Civic Affairs

Area of Taking an Effective Part in Civic Affairs.-- The data on the area of Taking an Effective Part in Civic Affairs as revealed by the responses of the four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen are presented in Tables 37 through 43, which deal with seven aspects of Taking an Effective Part in Civic Affairs.

The Problem of Conducting a Meeting Properly.-- Table 37, page 81, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils

TABLE 37

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE THE  
ABILITY TO CONDUCT A MEETING PROPERLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	90	5	5	2.85
Colored Laymen	100	-	-	3.00

acquire the ability to conduct a meeting properly?

The data in Table 37 reveal that the "yes" responses for the groups were: 100 per cent of the groups of Teachers, Students and Colored laymen and 90 per cent of the White laymen indicated that they were in favor of the school's program offer learning-experiences in how to conduct meeting in the proper manner. Only the group of White laymen with 5 per cent indicated an "uncertain" response as to the policy of the school giving systematic instruction to pupils in how properly to conduct meetings. And, only the group of White laymen with 5 per cent registered "no" responses to the school program offering instruction in how to proper conduct meeting to young people.

The Indices of Importance for the groups were: 3.00, 3.00, 2.85, and 3.00 for the Teachers, Students, White laymen, and Colored laymen,

TABLE 38

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS BECOME  
COOPERATIVE, COMMUNITY-MINDED PERSONS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

respectively. It is interesting to note that out of a possible 400 per cent responses that there were 390 per cent "yes" responses, indicating that the public and the school population of Hawkinsville, Georgia had an universal feeling that the program of the school should give definite instruction to pupils how properly to conduct meetings. No doubt, the democratic philosophy of group action unconsciously prompted the reaction of the subjects to this particular item on the questionnaire.

The Problem of Becoming a More Cooperative, Community-Minded Persons.-- Table 38, above, presents the data as indicated by the responses of the individuals for the four groups to the question: Should the high school help pupils become more cooperative, community-minded persons?

The data in Table 38 show that the subjects in each of the four groups registered a 100 per cent "yes" response, with no "uncertain" and "no" responses being registered. In consequence, all of the Indices of Importance were 3.00 or the highest possible level of favorable attitude towards the school including in its program learning-experiences for fostering the development of the traits of co-operativeness and community-mindedness in children and youth. Here, again, there is the possibility that the reaction of the subjects was prompted by the theories and principles of democratic group action for the individual citizen.

These data emphasize the point that the public and the school population would be happy to have the school program continue or inaugurate instruction in democratic participation within the framework of group action in the community life.

The Problem of Learning How to Live Democratically With One's Fellows.-- Table 39, page 84, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to live democratically with their fellows?

The data in Table 39 reveal that the subjects in each of the four groups registered a 100 per cent "yes" response, with no "uncertain" and "no" responses being registered. In consequence, all of the Indices of Importance were 3.00 or the highest possible level of favorable attitude towards the school including in its program of learning-experiences for fostering the development of the trait of

TABLE 39

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN HOW TO  
LIVE DEMOCRATICALLY WITH THEIR FELLOWS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	100	-	-	3.00
White Laymen	100	-	-	3.00
Colored Laymen	100	-	-	3.00

democratic living with others in children and youth. It is quite obvious that the public and school population of Hawkinsville, Georgia are aware of the need for training in the democratic processes so essential to the American social order.

And, too, it is very apparent that the people of Hawkinsville, Georgia desire that democratic processes should be emphasized in the curricular offerings of their schools.

The Problem of Religious and Racial Prejudices.-- Table 40, page 85, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils rid themselves, of religious and racial prejudice?

The data in Table 40 reveal that the "yes" responses for the groups were: 90 per cent for the Teachers, 75 per cent for the Students, 80

TABLE 40

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS RID  
THEMSELVES OF RELIGIOUS AND RACIAL PREJUDICES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	75	15	10	2.60
White Laymen	80	10	10	2.70
Colored Laymen	85	15	-	2.70

per cent for the White laymen, and 85 per cent for the Colored laymen. Further, Table 40 shows that the "uncertain" responses for the groups were: 10 per cent for the Teachers, 15 per cent for the Students, 10 per cent for the White laymen, and 15 per cent for the Colored laymen. And, the "no" responses for the groups were: none for the Teachers, 10 per cent for the Students, 10 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were: 2.80, 2.60, 2.70, and 2.70 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is interesting to note that each of the four groups of subjects was not overwhelming in favor of the educational program of the school being concerned with efforts at eliminating religious and racial prejudices. And, strangely enough, the youngest of student group

was the least in favor of the school helping them to eliminate religious and racial prejudices out their thinking and behavior. It is, also, surprising that the group of teachers registered a 10 per cent uncertainty about the school's role in the process of eliminating prejudices from the attitudes of people. The school should be challenged by the fact that the group of students who were the youngest subjects of this study registered the lowest Index of Importance for this item among the responses of the four groups.

Regardless of the lowered value placed on the problem of training to eliminate religious and racial prejudices by these subjects, the Hawkinsville School because of the overall social philosophy of the American school must continue to give serious attention to this problem in arranging its educational program in the years ahead.

The Problem of Developing an Interest in Economic, Social and Political Problems.-- Table 41, page 87, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils develop an interest in economic, social and political problems?

The data in Table 41 reveal that the "yes" responses for the groups were as follows: 90 per cent for the Teachers, 95 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Again, Table 41 shows that the "uncertain" responses for the groups were as follows: 10 per cent for the Teachers, 5 per cent for the Students, 5 percent for the White laymen, and none for the Colored laymen. And, the "no" responses for the groups were as follows:

TABLE 41

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP AN  
INTEREST IN ECONOMIC, SOCIAL AND POLITICAL PROBLEMS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	95	5	-	2.90
White Laymen	90	5	5	2.85
Colored Laymen	95	-	5	2.95

none for the groups of Teachers and Students and 5 per cent each for the groups of White laymen and Colored laymen.

The Indices of Importance for the groups were as follows: 2.80, 2.90, 2.85, and 2.95 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of the data indicates that the respondents in each of the four groups of subjects considered it a wise policy for the educational program of the school to include those learning-experiences which would foster the development of a competent interest and skill in approaches to economic, social, and political problems on the part of the students.

The Problem of Solving Economic, Social and Political Problems.--

Table 42, page 88, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high



TABLE 42

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE  
THE ABILITY TO STUDY AND HELP SOLVE ECONOMIC,  
SOCIAL AND POLITICAL PROBLEMS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	95	-	5	2.85
White Laymen	90	-	10	2.90
Colored Laymen	90	5	5	2.85

school help pupils acquire the ability to study and help solve economic, social, and political problems?

The data in Table 42 reveal that the "yes" responses for the groups were as follows: 90 per cent for the Teachers, 95 per cent for the Students, 90 per cent for the White laymen, and 90 per cent for the Colored laymen. Again, Table 42 shows that the "uncertain" responses for the groups were as follows: 10 per cent for the Teachers, none for either the Students or White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 10 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were as follows: 2.80, 2.85, 2.90, and 2.85 for the Teachers, Students, White laymen and

Colored laymen, respectively. A summary of the data indicates that the respondents in each of the four groups of subjects considered it a wise policy for the educational program of the school to include those learning-experiences which would foster the development of a high level of understanding of and skill in solving economic, social and political problems on the part of the students. It is interesting to note that negative responses or reactions to this policy was registered by the three groups of students, white laymen, and colored laymen, with the white group being the most resistant to such a policy of educational experiences for youth. And, too, it is most interesting to note that uncertainty on this issue was registered only by the two groups of adult Negroes: teachers and laymen. Perhaps, the prior backgrounds and experiences of the adult Negroes chiefly motivated their reaction to this problem. The school administrator must always be aware of the impact of customs and mores upon the educational thinking of the people of a community.

The Problem of Becoming Well Informed and Sensitive Citizens of the World.-- Table 43, page 90, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils become well-informed and sensitive "Citizens of the World"?

The data in Table 43 reveal that the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 90 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 43 shows that the "uncertain" responses

TABLE 43

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS BECOME  
WELL-INFORMED AND SENSITIVE "CITIZENS OF THE WORLD"?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	90	5	5	2.85
White Laymen	90	-	10	2.95
Colored Laymen	95	5	-	2.90

for the groups were as follows: none for the Teachers, 5 per cent for the Students, none for the White laymen, and 5 per cent for the Colored laymen. And, lastly, the "no" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 10 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were as follows: 3.00, 2.75, 2.95, and 2.90 for the Teachers, Students, White laymen, and Colored laymen, respectively. A summary of the data indicates that the respondents in each of the four groups of subjects were predominantly in favor of the policy of having the school to provide learning-experiences which would develop students to the level of being well-informed and sensitive citizens of the world. The groups of students and white adults with 5 and 10 per cent, respectively, registered a

negative reaction to this policy for the curricular offerings of the school. The question arises: why would Negro students be "uncertain" about and/or resistant to policy of being well-informed and sensitive to the world in which they live and must live for a long while?

Finally, the analysis and interpretation of the data on the seven aspects or problems under the general caption of "Taking an Effective Part in Civic Affairs," as has been presented in the immediate sections above, would appear to justify the assumptions stated below.

1. The general public and school population of Hawkinsville, Georgia indicated a complete awareness of the crucial need for and willingness to have the educational program include learning-experiences dealing with the basic processes of group action, such as: holding meeting, participation in activities, and democratic living among and with others.
2. The general public and school population of Hawkinsville, Georgia, however, indicated that they were not so keen on the educational program of the school being concerned with the crucial, although controversial, problems of prejudice, economic, social and political interaction.
3. The interpretation of these composite data surely emphasizes the need for a Public Relations program designed to re-direct the thinking and attitudes of the people of Hawkinsville, Georgia, about the tasks of their schools as these schools function as social institutions.

#### Area of Preparing For Marriage, Home Making and Parenthood

Area of Preparing for Marriage, Homemaking and Parenthood.-- The data on the area of Preparing for Marriage, Homemaking and Parenthood as revealed by the responses of four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen are presented in Tables 44 through 48, which deal with five separate aspects of Preparing for Marriage, Homemaking and Parenthood.

TABLE 44

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS DEVELOP  
AND MAINTAIN WHOLESOME BOY-GIRL RELATIONSHIP?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	5	5	2.85
Students	90	10	-	2.90
White Laymen	90	5	5	2.85
Colored Laymen	90	5	5	2.85

The Problem of Wholesome Boy-Girl Relationship.--- Table 44, above, presents the data as indicated by the responses of the four groups to the question: Should the high school help pupils develop and maintain wholesome boy-girl relationship?

The data in Table 44 reveal that the "yes" responses for the groups were as follows: 90 per cent for each of the four groups. The "uncertain" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 5 per cent for the White laymen and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were as follows: 2.85, 2.90, 2.75, and 2.85 for the Teachers, Students, White laymen and Colored

laymen, respectively. It is of interest to note that the four groups indicated a level of equal value given to the policy of having the school's program foster wholesome "boy-girl" relationship. Strangely enough, it was the youthful group of students which did not register any negative reaction to the policy of having "boy-girl" relationship included as a segment of the learning-experiences in the school's curriculum. Here, again, the question of customs mores, and traditions arises, to wit: were the adult groups motivated in their responses by the belief that the "male-female" relationship is an intimate and personal matter outside of the jurisdiction of the school or any other social agency other than the home and family?

On the other hand, it is gratifying to note that there was not any serious opposition to the inclusion of "boy-girl" relationship in the school's program indicated by the adult population of Hawkinsville, Georgia. It appears that the shifting socio-economic pattern of family life in our modern times is forcing this important task of training for family relationship upon the American school, consequently, a sympathetic and cooperative understanding on the part of the adults in the community is mandatory and most useful.

The Problem of Preparing for a Wholesome Courtship.-- Table 45, page 94, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils prepare for a wholesome courtship?

The data in Table 45 reveal that the "yes" responses for the groups were as follows: 75 per cent for the Teachers, 75 per cent for the

TABLE 45

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
PREPARE FOR WHOLESOME COURTSHIP?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	75	20	5	2.55
Students	75	25	-	2.50
White Laymen	85	10	5	2.75
Colored Laymen	90	5	5	2.85

Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 45 shows that the "uncertain" responses for the groups were as follows: 20 per cent for the Teachers, 25 per cent for the Students, 10 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: 5 per cent for the Teachers, none for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were as follows: 2.55, 2.50, 2.75, and 2.85 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is to be noted that the adult groups were much more in favor of the school's program including instruction in courtship than were the teachers and the students. And, too, the teachers and students indicated a much larger per cent of uncertainty

about what should be task of the school as related to the problem of courtship training. Only the group of students did not register "no" reactions to this question.

The question arises: is the pronounced contrast in the reaction of the two adult groups of laymen as against the reaction of the groups of students and teachers is the result of a belief in control of youth on the part of the former and a belief in freedom of action on the part of the latter? However, one thing must be remembered, that is, that teachers will be required to carry on whatever learning-experiences are set up in the school; therefore, it is necessary that these teachers believe in a program of sensible instruction and "conditioning " of the youth in the matter of courtship, the results of which will be so vital to their future happiness.

The Problem of Managing a Home Intelligently.-- Table 46, page 96, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils acquire the ability to manage a home intelligently?

The data in Table 46 reveal that the "yes" responses of the groups were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 46 shows that the "uncertain" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: the group of White laymen with 5 per cent was the only group which



TABLE 46

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS ACQUIRE  
THE ABILITY TO MANAGE A HOME INTELLIGENTLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.90
White Laymen	90	5	5	2.85
Colored Laymen	95	5	-	2.90

registered a negative reaction to this problem.

The Indices of Importance for the groups were as follows: 3.00, 2.90, 2.85, and 2.90 for the Teachers, Students, White laymen, and Colored laymen, respectively. The high level of per cents and Indices of Importance indicate that the adult and school populations of Hawkinsville, Georgia are predominantly in favor of a school program designed to teach the youth how to manage a home intelligently. Hence, the school might well examine its curricular program to determine the extent to which it is serving this expressed need for the youth of the community.

The Problem of Sex Education.-- Table 47, page 97, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils in reference to

TABLE 47

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
IN REFERENCE TO SOUND SEX EDUCATION?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	100	-	-	3.00
White Laymen	90	10	-	2.80
Colored Laymen	95	5	-	2.90

sound sex education?

The data in Table 47 reveal that the "yes responses of the groups were as follows: 95 per cent for the Teachers, 100 per cent for the Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 47 shows that the "uncertain" responses of the groups were as follows: 5 per cent for the Teachers, none for the Students, 10 per cent for the White laymen, and 5 per cent for the Colored laymen. And, that there were not any "no" responses registered by any of the groups of subjects.

The Indices of Importance for the groups were as follows: 2.90, 3.00, 2.80, and 2.90 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is astonishing to note that there were not any "no" reactions towards the inclusion of sound sex education in the

program of the Hawkinsville School; for always this is a most controversial subject at Public Forums, P.T.A. Meeting, and professional meetings of teachers. The white adults in the community were a bit more uncertain than the other groups about the wisdom of having sex education in the school. The degree of uncertainty on this matter registered by the adult groups might have been occasioned by their belief that such intimate training is better or best carried within the confines of the family circle amid home environs.

More important, however, is the fact that the general public and the school population of Hawkinsville, Georgia were fully agreed that sex education should be an integral part of the curriculum of the schools.

The Problem of Rearing Children Intelligently.--- Table 48, page 99, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils learn how to rear children intelligently?

The data in Table 48 reveal that the "yes" responses for the groups were as follows: 90 per cent for the Teachers, 90 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Again, Table 48 shows that the "uncertain" responses for the groups were as follows: 10 per cent for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and 10 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: none for the Teachers, 5 per cent for the Students, 10 per cent for the White laymen, and none for the Colored laymen.

TABLE 48

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS OF THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS LEARN  
HOW TO REAR CHILDREN INTELLIGENTLY?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	10	-	2.80
Students	90	5	5	2.85
White Laymen	85	5	10	2.80
Colored Laymen	90	10	-	2.80

The Indices of Importance for the groups were as follows: 2.80, 2.85, 2.80, and 2.80 for the Teachers, Students, White laymen, and Colored laymen, respectively. The Negro groups indicated an equal level of positive approval of the policy of having the school to teach youth how to properly rear children. The white group was not quite as favorably inclined as the Negro groups to the policy of having the school to teach how to rear children. And, too, the white group registered a 10 per cent disapproval of having such instruction in the school. The data did not indicate any marked opposition by the adult and school population to having instruction in the rearing of children provided in the school's program. Perhaps, the degree of opposition and uncertainty registered came from the belief that the home is the proper place to learn how and to rear children; or that the school

would not have much of value to offer the youth in this area of living.

A summary of the data on the five aspects or problems of the general problem of "Preparing for Marriage, Homemaking, and Parenthood" as have been presented in this section of the research report would appear to warrant the following statements:

1. The adult and school populations of Hawkinsville, Georgia indicated an overall favorable attitude towards having the program of the school include learning-experiences in the area of Marriage, Homemaking, and Parenthood.
2. The adult and school populations of Hawkinsville, Georgia, however, register marked uncertainty as to the wisdom of having the immediate problems of "courtship," and "rearing of children" included in the educational program of the school.
3. There was no marked opposition identifiable by "no" reactions to the inclusion of the various aspects of Marriage, Home-making, and Parenthood in the educational program of the school, exception in the area of the "rearing of children" where the white group registered a 10 per cent disapproval of the policy.
4. Apparently, the data indicate that the good people of Hawkinsville, Georgia would have the schools continue their efforts to provide sound and adequate learning-experiences in the area of Marriage, Homemaking, and Parenthood.

#### Area of Making Effective Use of Educational Opportunities

Area of Making Effective Use of Education.-- The data on the area of Making Effective Use of Educational Opportunities as revealed by the responses of the four groups: twenty teachers, twenty students, twenty white laymen, and twenty colored laymen, are presented in Tables 49 through 56, which deal with eight aspects of Making Effective Use of Educational Opportunities.

#### The Problem of Choosing Appropriate Out-Of-Class Activities.--

Table 49, page 101, presents the data as indicated by the responses of

TABLE 49

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE  
APPROPRIATE OUT-OF-CLASS ACTIVITIES?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	75	20	5	2.55
Students	75	15	10	2.60
White Laymen	85	10	5	2.75
Colored Laymen	90	10	-	2.80

the individuals of the four groups to the question: Should the high school help pupils choose appropriate out-of-class activities?

The data in Table 49 reveal that the "yes" responses for the groups were as follows: 75 per cent for the Teachers, 75 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 49 shows that the "uncertain" responses for the groups were: 20 per cent for the Teachers, 15 per cent for the Students, 10 per cent for the White laymen, and 10 per cent for the Colored laymen. And, the "no" responses for the groups were: 5 per cent for the Teachers, 10 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were as follows: 2.55, 2.60, 2.75, and 2.80 for the Teachers, Students, White laymen, and Colored

laymen, respectively. The low levels of per cents and Indices of Importance for the data would appear to indicate that both the adult and school populations of Hawkinsville, Georgia are not fully aware of the "new" conception of the scope of the school's educational program, to wit: that the curriculum should include all the activities of children and youth under the jurisdiction of and/or directed by the school. It is surprising that this group of teachers registered a lower level of approval than did the two adult groups for a policy of having the school concerned with the out-of-school activities of young people. Could it be that these teachers have found such activities to be too consuming of their time and energies during a period which they consider their own to with as they will? It is interesting to note that only Negro adult group did not register a "no" reaction to this question of policy. And, too, it was the Negro adult that gave the highest level of approval to the policy of having the school to include the "out-of-school" activities of youth in the regular program of the school.

Here, again, it is to be pointed out that a community can not escape the fact the shifting socio-economic patterns of modern life are increasingly forcing upon the school the chores of rearing the younger generation which was former the tasks of the home and church. Consequently, the schools of Hawkinsville, Georgia must come to grips with this problem through the acceptance of the new social responsibility and the re-direction of the thinking of the people of the community about the matter.

The Problem of Choosing Appropriate School Subjects.-- Table 50,

TABLE 50

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
CHOOSE APPROPRIATE SCHOOL SUBJECTS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	90	5	5	2.85
White Laymen	95	5	-	2.90
Colored Laymen	100	-	-	3.00

above, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the school help pupils choose appropriate school subjects?

The data in Table 50 reveal that the "yes" responses for the groups were as follows: 95 per cent for the Teachers, 90 per cent for the Students, 95 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 50 shows that the "uncertain" responses for the groups were as follows: 5 per cent for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And, lastly, that the "no" responses for the groups were: 5 per cent for only the group of students and none for the other three groups of subjects.

The Indices of Importance for the groups were found to be as follows:



2.90, 2.85, 2.90, and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. The data indicated that there was an overwhelming approval of the policy that the school should help its students to make wise and proper selection of subject-matter experiences which they are to pursue. As might be expected, the group of students registered the largest measure of disapproval of the policy of having the school to help them select the proper courses to be studied; for secondary school pupils are blessed with confidence in their ability to solve their own problems and map their own life careers.

It is apparent from the data in Table 50 that the Hawkinsville School might well examine its educational guidance procedure to determine to what extent it is functioning effectively and efficiently; for if the school's educational guidance function is being fruitfully carried on, then the public and students will have little or no reason to doubt the wisdom of its operation.

The Problem of Developing Good Study Habits.-- Table 51, page 105, presents the data as indicated by the responses of the individuals of four groups to the question: Should the high school help pupils develop good study habits?

The data in Table 51 reveal the "yes" responses for the groups were as follows: 100 per cent for the Teachers, 95 per cent for the Students, 95 per cent for the White laymen, and 100 per cent for the Colored laymen. Further, Table 51 shows that the "uncertain" responses for the groups were: none for the Teachers, 5 per cent for the Students, 5 per cent for the White laymen, and none for the Colored laymen. And, that there were not any "no" responses registered by any of the four groups

TABLE 51

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
TO DEVELOP GOOD STUDY HABITS?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	100	-	-	3.00
Students	95	5	-	2.90
White Laymen	95	5	-	2.90
Colored Laymen	100	-	-	3.00

of subjects concerned with this research.

The Indices of Importance for the groups were found to be as follows: 3.00, 2.90, 2.90, and 3.00 for the Teachers, Students, White laymen, and Colored laymen, respectively. Only the groups of students and White laymen had any doubts about the responsibility of the school for fostering the development of good study habits on the part of students. The challenge to the school is to make quite certain that it is living up to its responsibility for and opportunity to lead children and youth into the ways of efficient, effective, and fruitful methods of study and work.

The Problem of Deciding Whether or Not to Attend a Trade or Other Vocational School.-- Table 52, page 106, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils in deciding whether or not to attend

TABLE 52

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN  
DECIDING WHETHER OR NOT TO ATTEND A TRADE  
OR OTHER VOCATIONAL SCHOOL?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	75	15	10	2.60
White Laymen	95	5	-	2.90
Colored Laymen	90	5	5	2.85

a trade or other vocational school?

The data in Table 52 indicate that the "yes" responses for the groups were as follows: 95 per cent for the Teachers, 75 per cent for the Students, 95 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 52 shows that the "uncertain" responses for the groups were as follows: 5 per cent for the Teachers, 15 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were: none for the Teachers, 10 per cent for the Students, none for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 2.90, 2.60, 2.90, and 2.85 for the Teachers, Students, White laymen, and

Colored laymen, respectively. The adult groups indicated that they were predominantly in favor of the school rendering assistance to the students in determining what type of school the students should attend beyond high school years. In contrast, the group of students were not too strongly in favor of the school helping them to decide upon future school careers; and, in addition, showed marked uncertainty and resistance to the policy of having the school help them in deciding upon what type of school to attend after their high school careers. Interesting enough, the Negro adult expressed some opposition to the school having a part in the making this important decision in their children's lives.

Similar to the comment made on the section dealing the choice of subjects to be studied, it is to be pointed out here that the Hawkinsville School should scrutinize its educational guidance function and services and determine the extent to which these are rendering genuine and adequate service to the young people which it is serving; for the public possesses faith in a good guidance operation.

The Problem of Choosing a Trade or Other Vocational School If Attendance at Such an Institution is Intended.-- Table 53, page 108, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils choose a trade or other vocational school if attendance at such an institution is intended?

The data in Table 53 reveal that the "yes" responses of the groups were as follows: 90 per cent for the Teachers, 75 per cent for the

TABLE 53

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS CHOOSE A  
TRADE OR OTHER VOCATIONAL SCHOOL IF ATTENDANCE AT  
SUCH AN INSTITUTION IS INTENDED?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	90	5	5	2.85
Students	75	25	-	2.50
White Laymen	90	5	5	2.85
Colored Laymen	95	5	-	2.90

Students, 90 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 53 shows that the "uncertain" responses for the groups were as follows: 5 per cent for the Teachers, 25 per cent for the Students, 5 per cent for the White laymen, and 5 per cent for the Colored laymen. Lastly, the "no" responses for the groups were: 5 per cent for the Teachers, none for the Students, 5 per cent for the White laymen, and none for the Colored laymen.

The Indices of Importance for the groups were found to be as follows: 2.85, 2.50, 2.85, and 2.90 for the Teachers, Students, White laymen and Colored laymen, respectively. The adults indicated a high level of approval of the policy of having the school assist pupils in selecting the Trade or Vocational school to which they intended to go; whereas,

the students, themselves, did not so strongly favor having assistance of the school and indicated a marked degree of uncertainty about the school joining them in this important task. It is of interest to note that it was the group of teachers and the group of White laymen who expressed positive opposition to having the school's assistance in this decision.

While the data indicate that the Hawkinsville School has the general approval of the public and school populations to continue its services in this particular, but it should concern itself with the question of why a larger percentage of the young people it serves does not appear to have confidence in its counselling services.

The Problem of Deciding Whether or Not to Go to College.-- Table 54, page 110, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils in deciding whether or not to go to college?

The data in Table 54 reveal the "yes" responses for the groups were as follows: 85 per cent for the Teachers, 95 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 54 shows that the "uncertain" responses for the groups were as follows: 15 per cent for the Teachers, 5 per cent for the Students, none for the White laymen, and 5 per cent for the Colored laymen. And, the "no" responses for the groups were as follows: none for either the group of Teachers or the group of Students, 15 per cent for the White laymen, and 5 per cent for the Colored laymen.

The Indices of Importance for the groups were found to be as follows:

TABLE 54

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS IN  
DECIDING WHETHER OR NOT TO GO TO COLLEGE?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	85	15	-	2.70
Students	95	5	-	2.90
White Laymen	85	-	15	2.58
Colored Laymen	90	5	5	2.80

2.70, 2.90, 2.58, and 2.80 for the Teachers, Students, White laymen, and Colored laymen, respectively. The group of students was most positive that the school should help them decide on whether or not to attend college. However, these same students did not value so highly the services of the school in helping them to decide upon vocational careers and vocational schools to attend. Perhaps, these students felt that their present teachers were not too competent to advise them about the important matter of making a livelihood. The group of teachers and the group of white laymen did not indicate a too high level of approval of the school assisting pupils in the decision about attending college; for both groups registered only 85 per cent approval, with the teacher-group registering a 15 per cent "uncertain" and the white laymen's group indicating a 15 per cent "no."

It is difficult and precarious to infer reasons for reactions towards a problem of this type; for the respondent may well be motivated in his response by either a feeling of incompetence to render a decision or a feeling that the thing itself should not be done. Hence, respondents to a question of this type will react not objectively on the merits of the proposition itself but rather on the biases which they have at the time.

Certainly, within the educational guidance task of the school there is a place for the school to render objective assistance to its students in determining whether or not it would be advantageous for them to pursue an education at a college level.

The Problem of Choosing a College If Attendance at Such is Planned.--

Table 55, page 112, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils choose a college if attendance at such institution is planned?

The data in Table 55 indicate the "yes" responses of the groups were as follows: 50 per cent for the Teachers, 75 per cent for the Students, 85 per cent for the White laymen, and 90 per cent for the Colored laymen. Further, Table 55 shows that the "uncertain" responses for the groups were as follows: 20 per cent for the Teachers, 15 per cent for the Students, and none for either the White laymen or the Colored laymen. And, Table 55 indicates that the "no" responses of the groups were: 30 per cent for the Teachers, 10 per cent for the Students, 15 per cent for the White laymen, and 10 per cent for the Colored laymen.



TABLE 55

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS  
CHOOSE A COLLEGE IF ATTENDANCE AT  
SUCH IS PLANNED?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	50	20	30	2.26
Students	75	15	10	2.48
White Laymen	85	-	15	2.58
Colored Laymen	90	-	10	2.95

The Indices of Importance for the groups were found to be as follows: 2.26, 2.48, 2.58, and 2.95 for the Teachers, Students, White laymen, and Colored laymen, respectively. It is significant to note that the data reveal that there was a marked disapproval of the school rendering assistance to pupils in the selection of a college to attend as indicated by the positive "no" responses ranging from 10 per cent to 30 per cent. The teachers and the students registered the lowest per cents of "yes" responses on this item, with 50 and 75 per cent, respectively. Why should the teachers feel that their school should not help pupils to select a suitable college to attend, poses a critical question.

Perhaps, the data, here, indicate that there is a serious need for a Public Relations program which will sell the public in general and

TABLE 56

DISTRIBUTION OF THE RESPONSES OF THE FOUR GROUPS TO THE QUESTION:  
DO YOU THINK THE HIGH SCHOOL SHOULD HELP PUPILS SECURE  
ADEQUATE PREPARATION FOR SUCCESSFUL COLLEGE WORK IF  
ATTENDANCE AT SUCH AN INSTITUTION IS INTENDED?

Groups	Per Cent of Yes	Per Cent of Uncertain	Per Cent of No	Index of Importance
Teachers	95	5	-	2.90
Students	90	5	5	2.85
White Laymen	95	5	-	2.90
Colored Laymen	95	5	-	2.90

the students in particular on the competence and sincerity of the staff of the Hawkinsville School with reference to its ability to offer fruitful guidance services to the young people which it serves.

The Problem of Securing Adequate Preparation for Successful College Work if Attendance at Such an Institution is Planned.-- Table 56, above, presents the data as indicated by the responses of the individuals of the four groups to the question: Should the high school help pupils secure adequate preparation for successful college work if attendance at such an institution is intended?

The data in Table 56 reveal that the "yes" responses for the groups were as follows: 95 per cent for the Teachers, 90 per cent for the Students, 95 per cent for the White laymen, and 95 per cent for the Colored laymen. Further, Table 56 shows that the "uncertain" responses

for the groups were as follows: 5 per cent of the subjects in each of the four groups indicated that they were uncertain as to what should be the role of the high school in this instance. And, lastly, Table 56 shows that only the group of students with 5 per cent registered any "no" reactions to the policy of the school giving assistance to pupils in securing adequate preparation for college.

The Indices of Importance for the groups were found to be as follows: 2.90, 2.85, 2.90, and 2.90 for the Teachers, Students, White laymen, and Colored laymen, respectively. It appears from the data that once the decision has been made for a student to attend college, then all are agreed that the school should render assistance in preparing him for that great adventure.

One question remains: how to reconcile the disapproval of the school's assistance in making a decision and the full approval of the school's assistance in preparing to meet the challenge of that decision? If the staff of a school knows how to prepare a student for a college, might it not be logical to suppose that this staff would be competent to help make the initial decision about attending that college?

The data on the eight aspects or problems in the area of "Making Effective Use of Educational Opportunities" as presented immediate above are summarized in the statements to follow:

1. The general public and school population of Hawkinsville, Georgia need to sensitized to the (a) scope, (b) meaningfulness, and utility of the "educational guidance and counselling function" of the American school.
2. There is an apparent need for the staff of the Hawkinsville School to give serious and prolonged thought to its educational Philosophy as a frame-of-reference for its own thinking on crucial educational problems.

QUESTION - 57: What Other Types of Real Life or Educational Needs  
Should the High School Attempt to Meet?

Other Educational Needs the High School Should Meet.-- The data on the question: What Other Types of Real Life or Educational Needs Should the High School Attempt to Meet? are presented, not in the pattern of the other 56 items, but simply identified by the major frequency count of the responses of the groups: Students, Colored laymen, and White laymen.

Student Group: The data indicated that 18 per cent of the Students suggested the Needs implied in the statements to follow.

1. The high school help to keep down the delinquency problems in the school by offering subjects which will tend to minimize these problems.
2. The high school should help teach the child how to respect the wishes and desires of others.
3. The high school teach the child to be on time for all programs.

Colored Laymen Group: The data indicated that 10 per cent of the Colored laymen suggested the Needs implied in the statements to follow.

1. The high school should help teach the pupils the value of honesty.
2. The high school should help students decide for themselves the steps to take in making life time decisions.

White Laymen Group: The data indicated that 20 per cent of the White laymen suggested the Needs implied in the statements to follow.

1. The high school should teach the pupils the value of honesty.

2. The high school help pupils control their emotions under pressure.
3. The high school should help pupils to know the harmful effects of alcohol.
4. The high school should help pupils to know the importance of moral values.
5. The high school should help pupils know the value of healthful living.

Results of Findings.-- All of the quantative data basic to the analysis and interpretation of data throughout this chapter are summarized in Tables 57, 58, 59, 60, 61, and 62, on the pages immediately following.

TABLE 57

COMPARATIVE DATA ON THE RESPONSES OF WHITE AND NEGRO  
CITIZENS GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE OF AREAS	White Citizens				Negro Citizens			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
A-1 Vocation Information	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
A-2 Vocation Interests	75.00	25.00	00.00	2.50	100.00	00.00	00.00	3.00
A-3 Coice of Vocation	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
A-4 Vocation Preparation	100.00	00.00	00.00	3.00	85.00	15.00	00.00	2.70
A-5 Work Habits	100.00	00.00	00.00	3.00	75.00	15.00	10.00	2.60
A-6 Job Placement	75.00	20.00	5.00	2.55	65.00	20.00	15.00	2.30
B-7 Good Manners and Poise	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
B-8 Personal Appearance	95.00	5.00	00.00	2.90	95.00	00.00	5.00	2.95
B-9 Emotions and Conduct	90.00	5.00	5.00	2.85	100.00	00.00	00.00	3.00
B-10 Speak More Effectively and Enjoyably	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
B-11 Write More Effectively and Enjoyably	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
B-12 Read More Effectively and Enjoyably	90.00	5.00	5.00	2.85	100.00	00.00	00.00	3.00
B-13 Get Along Happily With Other People	95.00	5.00	00.00	2.90	100.00	00.00	00.00	3.00
B-14 Cultivated and Cultured Persons	85.00	10.00	5.00	2.75	85.00	10.00	5.00	2.75
B-15 Distinguish Right from Wrong	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
B-16 Personal Problems	55.00	25.00	20.00	1.78	60.00	25.00	15.00	2.51
C-17 Good Health Habits	90.00	5.00	5.00	2.85	100.00	00.00	00.00	3.00
C-18 Select a "Family Doctor"	75.00	15.00	10.00	2.42	85.00	10.00	5.00	2.75

\* The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important" x 3

% indicating "important" x 2

% indicating "not important" x 1

Total  $\frac{\%}{100} =$  index of importance

\*\*U.P. Uncertain Percentages

TABLE 58

COMPARATIVE DATA ON THE RESPONSES OF WHITE AND NEGRO  
CITIZENS GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE FOR AREAS	White Citizens Group				Negro Citizens Group			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
C-19 Select a "Family Dentist"	75.00	15.00	10.00	2.60	85.00	10.00	5.00	2.75
C-20 Safety Habits	95.00	00.00	5.00	2.95	100.00	00.00	00.00	3.00
C-21 Drive and Care for an Automobile	80.00	15.00	5.00	2.65	90.00	10.00	00.00	2.80
D-22 Spend Money	90.00	5.00	5.00	2.85	85.00	15.00	00.00	2.73
D-23 Habits of Thrift	85.00	15.00	00.00	2.73	100.00	00.00	00.00	3.00
D-24 Life Insurance and Securities	85.00	15.00	00.00	2.73	90.00	10.00	00.00	2.80
E-25 Play Sports	90.00	5.00	5.00	2.85	95.00	00.00	5.00	2.95
E-26 Outdoor Activities	75.00	5.00	20.00	2.70	90.00	5.00	5.00	2.85
E-27 Making Things	60.00	20.00	20.00	2.40	90.00	5.00	5.00	2.85
E-28 Art Hobbies	50.00	25.00	25.00	2.00	65.00	25.00	10.00	2.40
E-29 Sing or Play a Musical Instrument	75.00	15.00	10.00	2.60	100.00	00.00	00.00	3.00
E-30 Select and Enjoy Music	85.00	5.00	10.00	2.80	90.00	5.00	5.00	2.85
E-31 Best out of the Radio	70.00	10.00	20.00	2.60	85.00	10.00	5.00	2.75
E-32 Select and Enjoy Good Motion Pictures	70.00	15.00	15.00	2.40	90.00	5.00	5.00	2.80
E-33 Select and Enjoy Good Books and Magazines	90.00	5.00	5.00	2.85	95.00	5.00	00.00	2.90
E-34 Social Skills	75.00	5.00	20.00	2.70	85.00	10.00	5.00	2.75
E-35 Dramatic Activities	80.00	10.00	10.00	2.70	90.00	10.00	00.00	2.80
E-36 Select and Enjoy Good Plays	85.00	5.00	10.00	2.80	90.00	10.00	00.00	2.80

\*The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important" x 3

% indicating "important" x 2

% indicating "not important" x 1

Total  $\frac{\text{ } \times 100}{\text{ } = \text{index of importance}}$

\*\*U.P. Uncertain Percentages

TABLE 59

COMPARATIVE DATA ON THE RESPONSES OF WHITE AND NEGRO  
CITIZENS GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE FOR AREAS	White Citizens Group				Negro Citizens Group			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
F-37 Conduct a Meeting Properly	90.00	5.00	5.00	2.85	100.00	00.00	00.00	3.00
F-38 Community Minded Persons	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
F-39 Living Democratically	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
F-40 Religious and Race Prejudices	80.00	10.00	10.00	2.70	85.00	15.00	00.00	2.70
F-41 Economic, Social and Political Problems	90.00	5.00	5.00	2.85	95.00	00.00	5.00	2.95
F-42 Solve Economic, Social, and Political Problems	90.00	00.00	10.00	2.90	90.00	5.00	5.00	2.85
F-43 Well-informed and Sensitive Citizens	90.00	00.00	10.00	2.95	95.00	5.00	00.00	2.90
G-44 Boy-Girl Relationships	90.00	5.00	5.00	2.85	90.00	5.00	5.00	2.85
G-45 Courtship	85.00	10.00	5.00	2.75	90.00	5.00	5.00	2.85
G-46 Manage a Home	90.00	5.00	5.00	2.85	95.00	5.00	00.00	2.90
G-47 Sex Education	90.00	10.00	00.00	2.80	95.00	5.00	00.00	2.90
G-48 Rearing Children	85.00	5.00	10.00	2.80	90.00	10.00	00.00	2.80
H-49 Out of Class Activities	85.00	10.00	5.00	2.75	90.00	10.00	00.00	2.80
H-50 School Subjects	95.00	5.00	00.00	2.90	100.00	00.00	00.00	3.00
H-51 Study Habits	95.00	5.00	00.00	2.90	100.00	00.00	00.00	3.00
H-52 Decide a Trade or Vocational School	95.00	5.00	00.00	2.90	90.00	5.00	5.00	2.85
H-53 Choose a Trade or Vocation	90.00	5.00	5.00	2.85	95.00	5.00	00.00	2.90
H-54 Deciding on College	85.00	00.00	15.00	2.58	90.00	5.00	5.00	2.80
H-55 Choosing a College	85.00	00.00	15.00	2.58	90.00	00.00	10.00	2.95
H-56 Preparation for College	95.00	5.00	00.00	2.90	95.00	5.00	00.00	2.90

\*The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important" x 3

% indicating "important" x 2

% indicating "not important" x 1

Total  $\frac{\text{Total}}{100}$  = index of importance

\*\*U.P. Uncertain Percentages



TABLE 60

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS AND STUDENTS  
GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE FOR AREAS	Teachers				Students			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
A-1 Vocation Information	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
A-2 Vocation Interests	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
A-3 Choice of Vocation	100.00	00.00	00.00	3.00	75.00	25.00	00.00	2.50
A-4 Vocation Preparation	90.00	5.00	5.00	2.85	75.00	20.00	5.00	2.55
A-5 Work Habits	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
A-6 Job Placement	65.00	25.00	10.00	1.40	55.00	35.00	10.00	2.20
B-7 Good Manners and Poise	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
B-8 Personal Appearance	100.00	00.00	00.00	3.00	90.00	5.00	5.00	2.85
B-9 Emotions and Conduct	90.00	10.00	00.00	2.80	85.00	10.00	5.00	2.85
B-10 Speak More Effectively and Enjoyably	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
B-11 Write More Effectively and Enjoyably	100.00	00.00	00.00	3.00	90.00	5.00	5.00	2.85
B-12 Read More Effectively and Enjoyably	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
B-13 Get Along Happily With Other People	95.00	5.00	00.00	2.85	90.00	5.00	5.00	2.85
B-14 Cultivated and Cultured Persons	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
B-15 Distinguish Right from Wrong	100.00	00.00	00.00	3.00	80.00	15.00	5.00	2.65
B-16 Personal Problems	80.00	15.00	5.00	2.75	50.00	30.00	20.00	1.57
C-17 Good Health Habits	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
C-18 Select a "Family Doctor"	70.00	20.00	10.00	2.50	60.00	25.00	15.00	2.80

\*The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important"      x 3

% indicating "important"            x 2

% indicating "not important"        x 1

Total  $\frac{\text{ } + \text{ } + \text{ } }{100} =$  index of importance

\*\*U.P. Uncertain Percentages

TABLE 61

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS AND STUDENTS  
GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE FOR AREAS	Teachers				Students			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
C-19 Select a "Family Dentist"	70.00	20.00	10.00	2.70	60.00	25.00	15.00	2.35
C-20 Safety Habits	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
C-21 Drive and Care for Automobile	90.00	5.00	5.00	2.85	95.00	5.00	00.00	2.80
D-22 Spend Money	95.00	5.00	00.00	2.90	80.00	15.00	5.00	2.65
D-23 Habits of Thrift	95.00	5.00	00.00	2.85	90.00	5.00	5.00	2.80
D-24 Life Insurance and Securities	85.00	15.00	00.00	2.73	75.00	15.00	10.00	2.60
E-25 Play Sports	90.00	10.00	00.00	2.80	85.00	15.00	00.00	2.90
E-26 Outdoor Activity Hobbies	80.00	15.00	5.00	2.65	75.00	25.00	00.00	2.50
E-27 Making Things	70.00	25.00	5.00	2.45	65.00	25.00	10.00	2.40
E-28 Art Hobbies	85.00	10.00	5.00	2.75	85.00	10.00	5.00	2.75
E-29 Sing or Play a Musical Instrument	95.00	5.00	00.00	2.90	95.00	5.00	00.00	2.90
E-30 Select and Enjoy Good Music	95.00	5.00	00.00	2.90	85.00	10.00	5.00	2.75
E-31 Best out of the Radio	90.00	5.00	5.00	2.85	75.00	15.00	10.00	2.60
E-32 Select and Enjoy Good Motion Pictures	95.00	5.00	00.00	2.90	65.00	25.00	10.00	2.40
E-33 Select and Enjoy Good Books and Magazines	95.00	5.00	00.00	2.90	85.00	10.00	5.00	2.75
E-34 Social Skills	85.00	10.00	5.00	2.75	95.00	5.00	00.00	2.90
E-35 Dramatic Activities	90.00	5.00	5.00	2.85	90.00	10.00	00.00	2.80
E-36 Select and Enjoy Good Plays	95.00	00.00	5.00	2.85	90.00	10.00	00.00	2.80

\*The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important"      x 3  
 % indicating "important"            x 2  
 % indicating "not important"        x 1

Total  $\div$  100 = index of importance

\*\*U.P. Uncertain Percentages

TABLE 62

COMPARATIVE DATA ON THE RESPONSES OF TEACHERS AND STUDENTS  
GROUPS TO THE ITEMS ON QUESTIONNAIRE

* CODE FOR AREAS	Teachers				Students			
	Yes	U.P.**	No	Index	Yes	U.P.**	No	Index
F-37 Conduct a Meeting Properly	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
F-38 Community-minded Persons	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
F-39 Live Democratically	100.00	00.00	00.00	3.00	100.00	00.00	00.00	3.00
F-40 Religious and Race Prejudices	90.00	10.00	00.00	2.80	75.00	15.00	10.00	2.60
F-41 Economic, Social and Political Problems	90.00	10.00	00.00	2.80	95.00	5.00	00.00	2.90
F-42 Solve Economic, Social and Political Problems	90.00	10.00	00.00	2.80	95.00	00.00	5.00	2.85
F-43 Well-informed and Sensitive Citizens	100.00	00.00	00.00	3.00	90.00	5.00	5.00	2.85
G-44 Boy-Girl Relationships	90.00	5.00	5.00	2.85	90.00	10.00	00.00	2.90
G-45 Courtship	75.00	20.00	5.00	2.55	75.00	25.00	00.00	2.50
G-46 Manage a Home	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
G-47 Sex Education	95.00	5.00	00.00	2.90	100.00	00.00	00.00	3.00
G-48 Rearing Children	90.00	10.00	00.00	2.80	90.00	5.00	5.00	2.85
H-49 Out of Class Activities	75.00	20.00	5.00	2.55	75.00	15.00	10.00	2.60
H-50 School Subjects	95.00	5.00	00.00	2.90	90.00	5.00	5.00	2.85
H-51 Study Habits	100.00	00.00	00.00	3.00	95.00	5.00	00.00	2.90
H-52 Decide on a Trade or Vocational School	95.00	5.00	00.00	2.90	75.00	15.00	10.00	2.60
H-53 Choose a Trade or Vocational School	90.00	5.00	5.00	2.85	75.00	25.00	00.00	2.50
H-54 Deciding on College	85.00	15.00	00.00	2.70	95.00	5.00	00.00	2.90
H-55 Choosing a College	50.00	20.00	30.00	2.26	75.00	15.00	10.00	2.48
H-56 Preparation for College	95.00	5.00	00.00	2.90	90.00	5.00	5.00	2.85

\*The index of importance for this problem was filled by weighing the percentages in the following manner:

% indicating "very important"      x 3  
 % indicating "important"            x 2  
 % indicating "not important"        x 1

Total  $\frac{\text{ } + 100}{\text{ } + 100}$  = index of importance

\*\*U.P. Uncertain Percentages

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Introductory Statement.-- The major purpose of this research has been concerned with the analysis of the opinions of twenty teachers, twenty students, twenty white laymen, and twenty colored laymen as reflected in their reactions to the questions on the Illinois Follow-up Questionnaire: "What Do You Think," as an identification of the educational needs of youth which might be publicized through a Public Relations program sponsored by the Hawkinsville High and Industrial School, Hawkinsville, Georgia. Specifically, this study has sought to determine what value was being placed on various desirable and accepted roles of the modern high school by the adult and school populations of Hawkinsville, Georgia as of the school year of 1954-1955.

Purpose of the Study.-- The overall purpose of this research has been to determine and analyze the opinions of selected groups of the adult and school populations of Hawkinsville, Georgia, 1954-1955, about the specific roles which should be played by the high school in the education of youth.

More specifically, the purposes of this study have been to ascertain and formulate answers to the following questions:

1. What are the problems that cause conflicting ideas between the school and the community?
2. What do the people want the school to do for the community?
3. What problems are more serious than others and in what order do they rank?

4. What activities are being sponsored by the school to meet the identified needs of high school students?
5. What significant implications for educational theory and practice as derived from the analysis and interpretation of the data can be utilized as a frame-of-reference for a Public Relations program sponsored by the school?

Definition of Terms.-- The term Public Relations as employed by Kyte<sup>1</sup> constitutes the two-fold purpose of "(1) keeping the public intelligently informed regarding the educational program and school activities, and (2) appraising the school officials and employees of community conditions and the people's attitude toward the educational program."

Two characterizations of the significant term pertinent to the basic concept of this research are given below:

According to Edmonson, Roemer, and Bacon,<sup>2</sup> public school relations may be defined as " . . . that particular kind of goods resulting from an intelligent understanding among citizens of the aims, the scope, the achievement, and, the present problem of the school system."

Locale and Design of Research.-- Significant aspects of the locale and design of this research are characterized in the statements below.

1. Locale: This study was conducted in Hawkinsville and Pulaski County, Georgia during the summer months of the 1954-1955 school year.
2. Subjects: The subjects involved in this study were: (a) twenty teachers in the Hawkinsville High and Industrial School, (b) twenty students enrolled in the Hawkinsville High and Industrial School, (c) twenty White citizens, and (d) twenty Negro citizens

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<sup>1</sup>George C. Kyte, The Principal at Work, (Boston, 1952).

<sup>2</sup>J. N. Edmonson, et al., The Administration of the Modern Secondary Schools, (New York, 1950).

of Hawkinsville and Pulaski County, Georgia.

3. Instruments: The instruments used to collect the necessary data for this study were: (a) Illinois Follow-up Questionnaire: "What Do You Think," and (b) interviews with the subjects.
4. Method of Research: The Descriptive-Survey Method of research, employing the questionnaire and interviews, was used to gather the data for this study.
5. Procedure: The subjects involved in this research were contacted, the nature and purpose of the study explained to them, their participation requested and assured, and the questionnaires distributed to all who were to take part in the research. Wherever it was necessary interviews with the subjects were held to guarantee a usable returned questionnaire.

The data on the returned questionnaires were assembled into appropriate Tables for which the frequencies, per cents, and indices of importance were computed for the respective groups of subjects.

6. Criterion of Reliability: The criterion of reliability for appraising the data was the accuracy and authenticity of the responses of the subjects to the items on the questionnaire which constituted the source of the data. The "Index of Importance" was a weighted-value of the positive reactions of the group of subjects to a specific item on the questionnaire.

The subsequent sections of this report of the research are organized, summarized, and presented under the captions and in the order indicated below.

1. Summary of the Related Literature pertinent to this problem.
2. Summary of the Basic Findings.
3. The Conclusions, Implications, and Recommendations derived from the analysis and interpretation of the data.

Summary of Related Literature.-- The review of the Related Literature pertinent to the overall problem of this research which is concerned with aspects of a Public Relations program as well as Community-School Relationships has revealed that there is general agreement that the

schools have a definite, and, perhaps, inescapable, responsibility of bringing closer together the citizens population and the school population which they serve. The Related Literature appears to emphasize these fundamental concepts:

1. There is an increasing use of public-opinion surveys in providing factual information to be used in the Public Relations program of our public schools.
2. There is the increasing belief and practice of having all groups of citizens, regardless of socio-economic status, to participate in the project of providing better schools for our children.
3. A comprehensive, wholesome, and continuing Public Relation program is a necessary and fruitful adjunct to a modern public school system.
4. There is an increasing awareness of the fact that the maintenance of schools and educational programs are the co-operative concern and responsibility of the citizenry and school people in a joint enterprize of social advancement.
5. The school principal can not escape his role of educational leadership within the framework of a Public Relations program and in School-Community Relationships.

Illustrative of the public and professional thinking upon the problem of bringing the School and Community close together in their efforts to provide an adequate educational program for all, are the significant statements which follow.

Edmonson, Roemer, and Bacon state:

It is a serious mistake to assume that the general public understands the objectives, the scope, or the achievement of the secondary school. It is a false assumption that the public appreciates the difficulties faced by many schools in their efforts to provide an appropriate education for all the children of all the people. A well conceived program of public relations is therefore necessary.

Pressy and Robinson affirm:

In a democracy the citizens must ultimately determine local policy with respect to education. Important questions concerning the scope and nature of education are being raised continually, and our citizens should be prepared to decide them wisely. They must, therefore, have an understanding of the purposes, the scope, and the achievements of the schools.

Moehlman states:

. . .contrast to the time assigned to the supervision, a program of public relations demands a comparatively small amount of the principal's time. Nevertheless, it is a very important responsibility, requiring careful, intensive planning and execution because of the purpose it serves.

Jacobson, Reavis, and Logsdon in emphasizing the importance and validity of the research dealing Public Relations, state: "It is more effective to follow plans which have been demonstrated as successful, rather than rely on the individual's opinion of the best methods of procedure.

The rising tide of public interest and participation at the "policy-making" level of the administration of the public schools of America, is thusly described by the Association of School Administrators:

. . .now there is a general movement to invite the lay public to a closer inspection of the schools -- witness the Citizens Commission for Public Schools, the Business-Industry-Education Day Program of the United States Chamber of Commerce, and numerous local citizens' advisory groups -- it is more important than ever that accurate reporting be an established feature of any public relations efforts. The public is in a mood to examine their educational dollar and see what it is buying. The product will need to be exactly as advertised.

Summary of the Basic Findings.-- The summation of the findings which will appear in the subsequent sections have been drawn directly from the data as presented in Chapter II.



Area of Earning a Living  
(Tables 1 through 6)

Question: Do You Think the High School Should Help Pupils to Secure Adequate Information About Vocations?

Table 1

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, white laymen, and colored laymen, with not any "uncertain" and "no" responses, with Indices of Importance of 3.00.

Question: Do You Think the High School Should Help Pupils Discover Their Vocational Interests and Abilities?

Table 2

The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, 75 per cent, and 100 per cent, teachers, students, white and colored laymen, respectively. Only the white laymen registered "uncertain," responses (25 per cent). The Indices of Importance were: 3.00, 3.00, 2.50, and 3.00 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Make a Wise Occupational Choice?

Table 3

The teachers registered 100 per cent "yes" responses with none for "uncertain" and "no", with an Index of Importance of 3.00. The student registered 75 per cent "yes" responses, 25 per cent "uncertain," and none for "no," with an Index of Importance of 2.50. The white laymen registered 100 per cent "yes" responses, with none for "uncertain" and "no," with an Index of Importance of 3.00. The colored laymen registered 100 "yes" responses, with none for either "uncertain" or "no," and an

Index of Importance of 3.00.

Question: Do You Think the High School Should Help Pupils Prepare for Their Chosen Vocations?

Table 4

The data obtained from the responses of the subjects were: "yes" 100 per cent, 75 per cent, 100 per cent, and 85 per cent, teachers, students, white and colored laymen, respectively. Only the colored laymen and students registered "uncertain" responses of 25 per cent and 15 per cent respectively. The Indices of Importance were: 3.00, 2.50, 3.00 and 2.70, respectively.

Question: Do You Think the High School Should Help Pupils Develop Good Work Habits?

Table 5

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, and white laymen respectively, and 75 per cent for the colored laymen. Only the colored laymen registered "uncertain" responses 15 per cent, "no" 10 per cent. The Indices of Importance were: 3.00, 3.00, 3.00, and 2.60 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Get a Job and Make Good On It?

Table 6

The data obtained from the responses of subjects were: "yes" 65 per cent, 55 per cent, 75 per cent, and 65 per cent, teachers, students, white laymen, and colored laymen, respectively. "Uncertain" 25 per cent, 35 per cent, 20 per cent, and 20 per cent, respectively for the subjects. "No" 10 per cent, 10 per cent, 5 per cent, and 15 per cent, respectively. The Indices of Importance were: 1.40, 2.20, 2.55, and 2.30, respectively.

Area of Developing an Effective Personality  
(Tables 7 through 16)

Question: Do You Think the High School Should Help  
Pupils Acquire Good Manners, Poise, and  
Self Confidence?

Table 7

The data obtained from the response of subjects were: "yes" 100 per cent, 95 per cent, 100 per cent, and 100 per cent, teachers, students, white laymen, and colored laymen, respectively. Only students registered 5 per cent. "Uncertain," with none for "no" response. The Indices of Importance were 3.00, 2.90, 3.00, and 3.00, respectively.

Question: Do You Think the High School Should Help  
Pupils Improve Their Personal Appearance?

Table 8

The data obtained from the responses of the subjects were: 100 per cent, 90 per cent, 95 per cent, 95, per cent, teachers, students, white laymen, and colored laymen, respectively. Only students and white laymen registered "uncertain" 5 per cent respectively. "No" responses 5 per cent students and colored laymen respectively. The Indices of Importance were: 3.00, 2.85, 2.90, and 2.95 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Learn to Control Their Emotions  
and Conduct?

Table 9

The data obtained from the subjects were: "yes" 90 per cent, 85 per cent, 90 per cent and 100 per cent teachers, students, white laymen, and colored laymen, respectively. "Uncertain" response 10 per cent, 10 per cent, 5 per cent, for teachers, students, and white laymen, respectively. Only students and white laymen registered "no" 5 per cent

respectively. The Indices of Importance were: 2.80, 2.85, 2.85, and 3.00, respectively.

Question: Do You Think the High School Should Help Pupils Acquire an Ability to Speak More Effectively and Enjoyably?

Table 10

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, white laymen, and colored laymen, with not any "uncertain" and "no" responses, with Indices of Importance of 3.00.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Write More Effectively and Enjoyably?

Table 11

The data obtained from the responses of the subjects were: 100 per cent, 90 per cent, 100 per cent, and 100 per cent, teachers, students, white laymen, and colored laymen, respectively. Only the students registered "uncertain" and "no" responses 5 per cent respectively. The Indices of Importance were: 3.00, 2.85, 3.00, and 3.00 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils to Acquire the Ability to Read More Effectively and Enjoyably?

Table 12

The data obtained from the responses of the subjects were: 100 per cent, 95 per cent, 90 per cent, and 100 per cent, teachers, students, white and colored laymen, respectively. The Students and white laymen registered "uncertain" 5 per cent respectively. The white laymen registered "no" 5 per cent. The Indices of Importance were: 3.00, 2.90, 2.85, and 3.00 for the teachers, students, white and colored laymen,

respectively.

Question: Do You Think the High School Should Help Pupils  
Acquire the Ability to Get Along Happily with  
Other People?

Table 13

The teachers registered 95 per cent "yes" responses with 5 per cent for "uncertain" and none for "no" with an Index of Importance of 2.85. The students registered 90 per cent "yes" with 5 per cent "uncertain" and "no" with an Index of Importance of 2.85. The white laymen registered 95 per cent "yes" with 5 per cent for "uncertain" and none for "no" with an Index of Importance of 2.90. The colored laymen registered 100 per cent "yes" responses with none for "uncertain" and "no" with an Index of Importance of 3.00.

Question: Do You think the High School Should Help  
Pupils Develop Intellectual Interests in  
Order to Become More Cultivated and  
Cultured Persons?

Table 14

The data obtained from the responses of the subjects were: 100 per cent, 95 per cent, 85 per cent, and 85 per cent, teachers, students, white and colored laymen, respectively. The responses for "uncertain" were 5 per cent, 10 per cent, and 10 per cent, students, white and colored laymen, respectively. The responses for "no" were 5 per cent for the white and colored laymen. The Indices of Importance were: 3.00, 2.90, 2.75, and 2.75 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Acquire the Ability to Distinguish  
Right from Wrong, and to Guide Their  
Actions Accordingly?

Table 15

The data obtained from the responses of the Subjects were: 100 per cent, 80 per cent, 100 per cent, and 100 per cent, teachers, students, white and colored laymen, respectively. Only the students registered "uncertain" responses 15 per cent and "no" responses 5 per cent. The Indices of Importance were: 3.00, 2.65, 3.00, and 3.00 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Resolve Their Personal Problems?

Table 16

The data obtained from the responses of the Subjects were: 80 per cent, 50 per cent, 55 per cent and 60 per cent, teachers, students, white and colored laymen, respectively. "Uncertain" responses were: 15 per cent, 30 per cent, 25 per cent, and 25 per cent, teachers, students, white and colored laymen, respectively. "No" responses were: 5 per cent, 20 per cent, 20 per cent and 15 per cent, teachers, students, white and colored laymen, respectively. The Indices of Importance were: 2.75, 1.57, 1.78, 2.51 for the teachers, students, white and colored laymen, respectively.

#### Area of Living Healthfully and Safely (Tables 17 through 21)

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Care For Their Health and to Develop Good Health Habits?

Table 17

The data obtained from the responses of the subjects were: 100 per cent, 95 per cent, 90 per cent, 100 per cent, teachers, students, white laymen and colored laymen, respectively. Only students and white laymen

registered "uncertain" 5 per cent respectively, and only white laymen registered 5 per cent "no". The Indices of Importance were: 3.00, 2.90, 2.85, and 3.00, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Doctor" and to Acquire the Habit of Consulting Him Systematically?

Table 18

The data obtained from the responses of subjects were: "yes" 70 per cent, 60 per cent, 75 per cent, 85 per cent teachers, students, white laymen and colored laymen, respectively. "Uncertain" 20 per cent, 25 per cent, 15 per cent and 10 per cent, respectively for subjects. "No" 10 per cent, 15 per cent, 10 per cent and 5 per cent, respectively. The Indices of Importance were: 2.50, 2.80, 2.42, and 2.75 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Select a "Family Dentist" and to Acquire the Habit of Visiting Him Regularly?

Table 19

The data obtained from the responses of subjects were: "yes" 70 per cent, 60 per cent, 75 per cent, and 85 per cent, teachers, students, white laymen, and colored laymen, respectively. "Uncertain" 20 per cent, 25 per cent, 15 per cent, 10 per cent, teachers, students, white laymen, and colored laymen, respectively for the subjects. "No" 10 per cent, 15 per cent, 10 per cent and 5 per cent, respectively. The Indices of Importance were: 2.70, 2.35, 2.60 and 2.75 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Prevent Accidents to Themselves, and to Others, and to Acquire Safety Habits?

Table 20

The data obtained from the subjects were: "yes" 100 per cent, 95 per cent, 95 per cent, 100 per cent, teachers, students, white laymen, and colored laymen, respectively. Only students registered "uncertain" responses 5 per cent, and only white laymen registered "no" 5 per cent. The Indices of Importance were: 3.00, 2.80, 2.95, and 3.00 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Who are Legally Old Enough to Learn How to Drive and Care for an Automobile?

Table 21

The data obtained from the responses of the subjects were: "yes" 90 per cent, 95 per cent, 80 per cent, 90 per cent, teachers, students, white laymen and colored laymen, respectively. "Uncertain" 5 per cent, 5 per cent, 15 per cent, 10 per cent for the subjects. Only teachers and white laymen registered "no" responses 5 per cent and 5 per cent respectively. The Indices of Importance were: 2.85, 2.80, 2.65 and 2.80 for teachers, students, white laymen and colored laymen, respectively.

#### Area of Managing Personal Finances Wisely (Tables 22 through 24)

Question: Do You Think the High School Should Help Pupils Learn How to Spend Money?

Table 22

The data obtained from the responses of the subjects were: "yes" 95 per cent, 80 per cent, 90 per cent, and 85 per cent, teachers, students,



white laymen and colored laymen, respectively, "uncertain" 5 per cent, 15 per cent, 5 per cent and 15 per cent respectively. Only students and white laymen registered "no" 5 per cent respectively. The Indices of Importance were: 2.90, 2.65, 2.85, and 2.73 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Use the Facilities of a Bank and Develop Habits of Thrift?

Table 23

The data obtained from the responses of the subjects were: "yes" 95 per cent, 90 per cent, 85 per cent, and 100 per cent for teachers, students, white laymen, and colored laymen, "uncertain" 5 per cent, 5 per cent and 15 per cent for teachers, students, and white laymen, respectively. Only students registered "no" 5 per cent. Indices of Importance were: 2.85, 2.80, 2.73, and 3.00 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Buy Life Insurance and Securities Wisely?

Table 24

The data obtained from the responses of the subjects were: "yes" 85 per cent, 90 per cent, 85 per cent and 75 per cent for teachers, students, white laymen, and colored laymen, respectively, "uncertain" 15 per cent, 10 per cent, 15 per cent, and 15 per cent, respectively. Only colored laymen registered "no" 10 per cent. The Indices of Importance were: 2.73, 2.80, 2.73 and 2.60 for teachers, students, white laymen, and colored laymen, respectively.

Area of Spending Leisure Time  
Wholesomely and Enjoyably  
(Tables 25 through 36)

Question: Do You Think the High School Should Help  
Pupils Learn How to Play Athletic Games  
and Sports?

Table 25

The data obtained from the responses of the subjects were: "yes" 90 per cent, 85 per cent, 90 per cent, and 95 per cent for teachers, students, white laymen, and colored laymen, respectively. The teachers registered 10 per cent "uncertain" responses, students registered 10 per cent responses "uncertain," white laymen registered 5 per cent "uncertain" responses. Students, white laymen and colored laymen registered "no" 5 per cent respectively. The Indices of Importance were: 2.80, 2.75, 2.85, and 2.95 for teachers, students, white laymen, and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Develop One or More Outdoor Activity  
Hobbies (Gardening, Camping, Fishing, etc.)?

Table 26

The data obtained from the responses of the subjects were: "yes" 80 per cent, 75 per cent, 75 per cent, and 90 per cent for the teachers, students, white laymen, and colored laymen, "uncertain" responses were: 15 per cent, 25 per cent, 5 per cent and 5 per cent for teachers, students, white laymen and colored laymen, respectively. Only the teachers, white laymen and colored laymen responses were: 5 per cent, 20 per cent, and 5 per cent, respectively. The Indices of Importance were: 2.65, 2.50, 2.70, and 2.85 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils to Develop One or More "Making Things" Making It Go" "Tinkering Hobbies?"

Table 27

The data obtained from the responses of the subjects were: "yes" 70 per cent, 65 per cent, 60 per cent, and 90 per cent for teachers, students, white laymen, and colored laymen, respectively. "Uncertain" were: 25 per cent, 25 per cent, 20 per cent, and 5 per cent for teachers, students, white laymen and colored laymen, respectively. "No" were: 5 per cent, 10 per cent, 20 per cent, and 5 per cent, respectively for teachers, students, white laymen, and colored laymen. The Indices of Importance were: 2.45, 2.40, 2.40, and 2.85 for teachers, students, white laymen, and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Develop One or More Art Hobbies (Sketching, Painting, Designing, Collecting Art Objects, etc.)?

Table 28

The data obtained from the responses of the subjects were: 85 per cent, 85 per cent, 50 per cent and 65 per cent for teachers, students, white laymen and colored laymen, respectively. "Uncertain" were: 10 per cent, 10 per cent, 25 per cent, and 25 per cent for teachers, students, white laymen, and colored laymen, respectively. "No" were: 5 per cent, 5 per cent, 25 per cent, and 10 per cent for teachers, students, white laymen, and colored laymen, respectively. The Indices of Importance were: 2.75, 2.75, 2.00 and 2.40 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn to Sing or Play a Musical Instrument?

Table 29

The data obtained from the responses of the subjects were: "yes" 95 per cent teachers and students respectively and 100 per cent for the colored laymen. "Uncertain" responses were: teachers and students, 5 per cent respectively, and white laymen 15 per cent. Only white laymen registered 10 per cent "no." The Indices of Importance were: 2.90, 2.90, 2.60 and 3.00 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Music?

Table 30

The data obtained from the responses of the subjects were: "yes" 95 per cent, 85 per cent, 85 per cent, and 90 per cent for teachers, students, white laymen, and colored laymen, respectively. "Uncertain" responses were: teachers 5 per cent, students 10 per cent, white laymen and colored laymen 5 per cent, respectively. "No" responses were: students 5 per cent, white laymen 10 per cent, colored laymen 5 per cent. The Indices of Importance were: 2.90, 2.75, 2.80, and 2.85 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Get the Best Out of the Radio?

Table 31

The data obtained from the responses of the subjects were: "yes" 90 per cent, 75 per cent, 70 per cent, and 85 per cent for teachers, students, white laymen and colored laymen, respectively. "Uncertain" responses were: 5 per cent for teachers, 15 per cent for students, 10 per cent for white laymen and 10 per cent for colored laymen. "No"

responses were: 5 per cent, 10 per cent, 20 per cent, and 5 per cent, for teachers, students, white laymen and colored laymen, respectively. The Indices of Importance were: 2.85, 2.60, 2.60, and 2.75 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Motion Pictures? Table 32

The data obtained from the responses of the subjects were: "yes" 95 per cent, 65 per cent, 70 per cent, and 90 per cent for teachers, students, white laymen, and colored laymen, respectively. "Uncertain" responses were: 5 per cent, 25 per cent, 15 per cent, and 5 per cent for teachers, students, white laymen and colored laymen, respectively. "No" responses were: 10 per cent, 15 per cent and 5 per cent for students, white laymen and colored laymen, respectively. The Indices of Importance were: 2.90, 2.40, 2.40 and 2.30 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Books and Magazines? Table 33

The data obtained from the responses of the subjects were: "yes" 95 per cent, 85 per cent, 90 per cent, and 95 per cent for teachers, students, white laymen and colored laymen, respectively. Teachers, students, white laymen and colored laymen registered "uncertain" 5 per cent, 10 per cent, 5 per cent, and 5 per cent, respectively. Only students and white laymen registered "no" 5 per cent for students, and white laymen, respectively. The Index of Importance were: 2.90, 2.75,

2.35, and 2.90 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Social Skills of Dancing, Playing Party Games, Doing Parlor Stunts, etc.?

Table 34

The data obtained from the responses of the subjects were: "yes" 85 per cent, 95 per cent, 75 per cent, and 85 per cent for teachers, students, white laymen and colored laymen, respectively. Teachers, students, white laymen and colored laymen registered "uncertain" 10 per cent, 5 per cent, 5 per cent, and 10 per cent responses. Teachers, white laymen and colored laymen registered "no" 5 per cent, 20 per cent, and 5 per cent, respectively. The Indices of Importance were: 2.75, 2.90, 2.70 and 2.75 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Take an Enjoyable Part in Dramatic Activities?

Table 35

The data obtained from the responses of the subjects were: "yes" 90 per cent for teachers and students, respectively, and 80 per cent for white laymen. Teachers registered 5 per cent, and students, white laymen, and colored laymen registered 10 per cent "uncertain". Only teachers and students registered "no" 5 per cent and 10 per cent respectively. The Indices of Importance were: 2.85, 2.80, 2.70 and 2.90 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Select and Enjoy Good Plays?

Table 36

The data obtained from the responses of the subjects were: "yes" 95 per cent, 90 per cent, 85 per cent and 90 per cent for teachers, students, white laymen, and colored laymen, respectively. Students, white laymen and colored laymen registered "uncertain" 10 per cent, 5 per cent, and 10 per cent, respectively. Only teachers, and white laymen registered "no" 5 per cent and 10 per cent, respectively. The Indices of Importance were: 2.85, 2.80, 2.80 and 2.80 for teachers, students, white laymen and colored laymen, respectively.

Area of Taking An Effective  
Part in Civic Affairs  
Tables 37 through 43

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Conduct A Meeting Properly?

Table 37

The data obtained from the responses of the subjects were: 100 per cent, 100 per cent, 90 per cent and 90 per cent, teachers, students, white laymen and colored laymen, respectively. Only the white laymen registered "uncertain" responses 5 per cent and "no" responses 5 per cent. The Indices of Importance were: 3.00, 3.00, 2.85, and 3.00 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Become Cooperative, Community Minded Persons?

Table 38

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, white and colored laymen, with not any "uncertain" and "no" responses, with Indices of Importance of

3.00

Question: Do You Think the High School Should Help  
Pupils Learn How to Live Democratically  
With Their Fellows?

Table 39

The data obtained from the responses of the subjects were: "yes" 100 per cent for the teachers, students, white and colored laymen, with not any "uncertain" and "no" responses, with Indices of Importance of 3.00.

Question: Do You Think the High School Should Help  
Pupils Rid Themselves of Religious and  
Racial Prejudices?

Table 40

The data obtained from the responses of the subjects were: 90 per cent, 75 per cent, 80 per cent, 85 per cent, teachers, students, white and colored laymen, respectively. The "uncertain" responses were: 10 per cent, 15 per cent, 10 per cent, 15 per cent, teachers, students, white and colored laymen, respectively. The "no" responses were: 10 per cent, 10 per cent, students and white laymen, respectively. The Indices of Importance were: 2.80, 2.60, 2.70 and 2.70 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Develop an Interest in Economic,  
Social and Political Problems?

Table 41

The teachers registered 90 per cent "yes" responses, 10 per cent "uncertain" and none for "no", with an Index of Importance of 2.80. The students registered 95 per cent "yes", 5 per cent "uncertain", and none for "no," with an Index of Importance of 2.90. The white laymen registered 90 per cent "yes" 5 per cent "uncertain" and 5 per cent "no"



with an Index of Importance of 2.85. The colored laymen registered 95 per cent "yes", no "uncertain" and 5 per cent "no" with an Index of Importance of 2.95.

Question: Do You Think the High School Should Help Pupils Acquire the Ability to Study and Help Solve Economic, Social, and Political Problems?

Table 42

The data obtained from the responses of the subjects were: 90 per cent, 95 per cent, 90 per cent and 90 per cent, teachers, students, white laymen and colored laymen, respectively. The per cent of "uncertain" were 10 per cent teachers and 5 per cent colored laymen. The per cent of "no" responses were 5 per cent, 10 per cent, 5 per cent, students, white laymen and colored laymen, respectively. The Indices of Importance were: 2.80, 2.85, 2.90, 2.85 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Become Well-Informed and Sensitive "Citizens of the World?"

Table 43

The data obtained from the responses of the subjects were: 100 per cent, 90 per cent, 90 per cent, and 95 per cent, teachers, students, white and colored laymen, respectively. The students and colored laymen registered "uncertain" responses 5 per cent respectively. The students registered "no" responses 5 per cent and the white laymen "no" response 10 per cent. The Indices of Importance were: 3.00, 2.85, 2.95 and 2.90 for the teachers, students, white laymen, and colored laymen, respectively.

The Area of Preparing For Marriage  
Homemaking and Parenthood  
(Tables 44 through 48)

Question: Do You Think the High School Should Help  
Pupils Develop and Maintain Wholesome  
Boy-Girl Relationship?

Table 44

The data obtained from the responses of the subjects were: "yes" 90 per cent for the teachers, students, white laymen, and colored laymen, respectively. "Uncertain" were: 5 per cent for teachers, white laymen, and colored laymen, respectively, and 10 per cent for students. "No" responses were: 5 per cent for teachers, white laymen and colored laymen, respectively. The Indices of Importance were: 2.85, 2.90, 2.85, and 2.85 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Prepare for Wholesome Courtship

Table 45

The data obtained from the responses of the subjects were: "yes" 75 per cent, 75 per cent, 85 per cent, and 90 per cent for teachers, students, white laymen, and colored laymen, respectively. "Uncertain" were: 20 per cent, 25 per cent, 10 per cent and 5 per cent for teachers, students, white laymen and colored laymen, respectively. Only the teachers, white laymen and colored laymen registered "no" 5 per cent, respectively. The Indices of Importance were: 2.55, 2.50, 2.75, and 2.85 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils  
Acquire the Ability to Manage a Home  
Intelligently?

Table 46

The data obtained from the responses of the subjects were: "yes" 100 per cent, 95 per cent, 90 per cent and 95 per cent for the teachers, students, white laymen and colored laymen, respectively. "Uncertain" were: students, white laymen and colored laymen 5 per cent, respectively. Only the white laymen registered "no" 5 per cent. The Indices of Importance were: 3.00, 2.90, 2.85, and 2.90 for teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils in Reference to Sound Sex?

Table 47

The data obtained from the responses of the subjects were: "yes" 95 per cent, 100 per cent, 90 per cent and 95 per cent, for the teachers, students, white laymen and colored laymen, respectively. The teachers, white laymen and colored laymen registered "uncertain" 5 per cent, 10 per cent, and 5 per cent, respectively with none for "no" response. The Indices of Importance were: 2.90, 3.00, 2.80 and 2.90 for the teacher, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Learn How to Rear Children Intelligently?

Table 48

The data obtained from the responses of the subjects were: "yes" 90 per cent, 90 per cent, 85 per cent, and 90 per cent for teachers, students, white laymen and colored laymen, respectively. "Uncertain" response registered 10 per cent, 5 per cent, 5 per cent and 10 per cent for teachers, students, white laymen and colored laymen, respectively. The Indices of Importance were: 2.80, 2.85, 2.80 and 2.80 for teachers, students, white laymen, and colored laymen, respectively.

Area of Making Effective Use of  
Educational Opportunities  
(Tables 49 through 56)

Question: Do You Think the High School Should Help  
Pupils Choose Appropriate Out-of-Class  
Activities?

Table 49

The data obtained from the responses of the subjects were: 75 per cent, 75 per cent, 85 per cent and 90 per cent, teachers, students, white laymen and colored laymen, respectively. The per cent of "uncertain" were: 20 per cent, 15 per cent, 10 per cent, and 10 per cent, teachers, students, white laymen, colored laymen, respectively. The per cent of "no" were: 5 per cent, 10 per cent, 5 per cent, teachers, students and white laymen, respectively. The Indices of Importance were: 2.55, 2.60, 2.75, and 2.80 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help  
Pupils Choose Appropriate School Subjects?

Table 50

The teachers registered 95 per cent "yes" responses, 5 per cent "uncertain" with none for "no" and with an Index of Importance of 2.90. The students registered 90 per cent "yes" responses, 5 per cent "uncertain" and 5 per cent "no" with an Index of Importance of 2.85. The white laymen registered 95 per cent "yes" responses, 5 per cent "uncertain" and with none for "no," with an Index of Importance of 2.90. The colored laymen registered 100 per cent "yes" with none for "uncertain" and "no," with an Index of Importance of 3.00.

Question: Do You Think the High School Should Help  
Pupils to Develop Good Study Habits?

Table 51

The data obtained from the responses of the subjects were: 100, per cent, 95 per cent, 95 per cent, and 100 per cent for teachers, students, white laymen, and colored laymen, respectively. The students and white laymen registered "uncertain" responses 5 per cent, respectively. The Indices of Importance were: 3.00, 2.90, 2.90 and 3.00 for the teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to Attend A Trade or Other Vocational School?

Table 52

The data obtained from the responses of the subjects were: 95 per cent, 75 per cent, 95 per cent, and 90 per cent teachers, students, white laymen and colored laymen, respectively. The "uncertain" responses were: 5 per cent, 15 per cent, 5 per cent, and 5 per cent, teachers, students, white laymen and colored laymen, respectively. The "no" responses were: 10 per cent, and 5 per cent, students and colored laymen, respectively. The Indices of Importance were: 2.90, 2.60, 2.90 and 2.85 for the teachers, students, white laymen, and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Choose a Trade or Other Vocational School if Attendance at Such an Institution is Intended?

Table 53

The data obtained from the responses of the subjects were: 90 per cent, 75 per cent, 90 per cent and 95 per cent, teachers, students, white and colored laymen, respectively. The "uncertain" responses were: 5 per cent, 25 per cent, 5 per cent and 5 per cent, teachers, students, white laymen and colored laymen, respectively. The "no" responses were:

5 per cent for teachers and white laymen, respectively. The Indices of Importance were: 2.85, 2.50, 2.85, and 2.90 for the teachers, students, white laymen and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils in Deciding Whether or Not to Go to College?

Table 54

The data obtained from the responses of the subjects were: 85 per cent, 95 per cent, 75 per cent and 90 per cent, teachers, students, white and colored laymen, respectively. The "uncertain" responses were: 15 per cent, 5 per cent and 5 per cent, teachers, students and colored laymen, respectively. The "no" responses were: 15 per cent and 5 per cent, white laymen and colored laymen, respectively. The Indices of Importance were: 2.70, 2.90, 2.58 and 2.80 for teachers, students, white and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Choose a College if Attendance at Such is Planned?

Table 55

The data obtained from the responses of the subjects were: 50 per cent, 75 per cent, 85 per cent and 90 per cent, teachers, students, white laymen and colored laymen, respectively. The "uncertain" responses were: 20 per cent and 15 per cent, teachers and students, respectively. The "no" responses were: 30 per cent, 10 per cent, 15 per cent and 10 per cent, teachers, students, white and colored laymen, respectively. The Indices of Importance were: 2.26, 2.48, 2.58, and 2.95 for teachers, students, white laymen, and colored laymen, respectively.

Question: Do You Think the High School Should Help Pupils Secure Adequate Preparation for Successful College Work if Attendance at Such an Institution is Intended?

Table 56

The data obtained from the responses of the subjects were: 95 per cent, 90 per cent, 95 per cent and 95 per cent, teachers, students, white laymen and colored laymen, respectively. The "uncertain" responses were: 5 per cent for teachers, students, white and colored laymen, respectively. The "no" response was 5 per cent for the students. The Indices of Importance were: 2.90, 2.85, 2.90 and 2.90 for the teachers, students, white laymen and colored laymen, respectively.

Question: What Other Types of Real Life or Educational Needs Should the High School Attempt to Meet?

Table 57

Other Educational Needs the High School Should Meet.-- The data on the question: What Other Types of Real Life or Educational Needs Should the High School Attempt to Meet? are presented, not in the pattern of the other 56 items, but simply identified by the major frequency count of the responses of the groups: Students, Colored laymen, and White laymen.

Student Group: The data indicated that 18 per cent of the students suggested the Needs implied in the statements to follow.

1. The high school help to keep down the delinquency problems in the school by offering subjects which will tend to minimize these problems.
2. The high school should help teach the child how to respect the wishes and desires of others.
3. The high school teach the child to be on time for all programs.

Colored Laymen Group: The data indicated that 10 per cent of the Colored laymen suggested the Needs implied in the statements to follow.

1. The high school should help teach the pupils the value of honesty.
2. The high school should help students decide for themselves the steps to take in making life time decisions.

White Laymen Group: The data indicated that 20 per cent of the White laymen suggested the Needs implied in the statements to follow.

1. The high school should teach the pupils the value of honesty.
2. The high school should help pupils control their emotions under pressure.
3. The high school should help pupils to know the harmful effects of alcohol.
4. The high school should help pupils to know the importance of moral values.
5. The high school should help pupils know the value of healthful living.

Conclusions.-- The findings of this study would appear to warrant the following conclusions:

1. The data revealed that the members of the white citizens, Negro citizens, teachers and students groups tend to have similar opinions, which were favorable for the high school to provide experiences in its curriculum for the problems under the areas of "Earning a Living," "Developing an Effective Personality," "Managing Personal Finances Wisely," "Taking an Effective Part in Civic Affairs," and "Preparing for Marriage, Homemaking and Parenthood."
2. The data further revealed that members of the white citizens,



Negro citizens, teachers and students groups had unfavorable opinions for the high school to introduce or strengthen a majority of these problems under the areas of "Spending Leisure-time Wholesomely and Enjoyably," "Living Healthfully and Safely," and "Making Effective Use of Educational Opportunities."

3. The data revealed that the persistent educational needs are those needs that would be under the captions of "Earning a Living," "Developing an Effective Personality," "Managing Personal Finances Wisely," "Taking an Active Part in Civic Affairs," and "Preparing for Marriage, Homemaking and Parenthood," and provisions should be made for them in the curriculum of the high school.

4. The data also indicated that there is a large number of problems concerning the school program as indicated by the respective groups, which could constitute a fruitful basis for the establishment and maintenance of a satisfactory public relations program for the Hawkinsville High and Industrial School.

Implications.-- The analysis and interpretation of the data of this study would appear to reveal the following significant implications:

First, it is apparent that the curriculum offering of the high school should be revised and expanded around those educational needs that had endorsement from the four groups studied and that these educational needs be made known to the public relations program.

Second, the findings have shown the need for a stronger effective public relations program, that would enlighten the public on all aspects of the educational needs that people encounter in life, the

satisfying of these people which will help to adjust their lives more fully and successfully in this complex society of today.

Third, there are some areas of the educational needs of youth that have not been included in the curriculum of Hawkinsville High and Industrial School, because of the unfavorable opinions of the four groups. It is these areas which are crucial to youth now and in the future that seem to indicate the direction of the public relations program of the Hawkinsville High and Industrial School.

Fourth, the data strongly indicated in several places that there is a serious need for the Negro groups concerning this study to become more sensitive to the inescapable and crucial needs for Negro children and youth and for which the program of the Hawkinsville High and Industrial School should give its full attention.

Recommendations.-- The following recommendations are made as a result of the findings of this study:

1. That the curriculum offerings of the Hawkinsville High and Industrial School be studied, revised and expanded to include those educational needs that had favorable endorsement from the members of the four groups.
2. That the Hawkinsville High and Industrial School should plan to include in its public relations program those areas that the four groups seem to reveal a lack of knowledge of or interest in.
3. That lay appraisal of school public relations be sought more frequently by the Hawkinsville High and Industrial School personnel responsible for its program.

4. That the Hawkinsville High and Industrial School continue to conduct public opinion studies of teachers, pupils and laymen at certain intervals, to further determine the educational needs of pupils, in order to have a continuing functional public relations program.

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## **APPENDIX**

QUESTIONNAIRE ON THE ANALYSIS OF FOUR GROUPS OF OPINIONS,  
IN IDENTIFYING THE EDUCATIONAL NEEDS IN THE HAWKINS-  
VILLE HIGH AND INDUSTRIAL SCHOOL, HAWKINSVILLE,  
GEORGIA, 1954-55

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QUESTIONNAIRE

DIRECTIONS:

1. It is easy to fill out this questionnaire. You simply check the answer that tells what you think about each question.
2. Do not sign your name. Nobody wants to know "who said what."
3. Please answer every question.

May I thank you at this time for your interest and cooperation re-  
turning this questionnaire properly executed.

- 
- 
1. Do you think the high school should help pupils secure vocational information, information about occupational opportunities, supply and demand, conditions of work, pay training required, "what it takes to make good," etc.? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

2. Do you think the high school should help pupils discover their vocational interests and abilities? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

3. Do you think the high school should help pupils make a wise occupational choice? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

4. Do you think the high school should help pupils prepare for their chosen vocations? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

5. Do you think the high school should help pupils develop good work habits? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ NO.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

6. Do you think the high school should help pupils get a job and make good in it? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ NO.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

7. Do you think the high school should help pupils acquire good manners, poise, and self-confidence? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ NO.



If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

8. Do you think the high school should help pupils improve their personal appearance?

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ NO.

If your answer is "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

9. Do you think the high school should help pupils learn to control emotions and conduct? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ NO.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

10. Do you think the high school should help pupils acquire the ability to speak more effectively and enjoyably? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

11. Do you think the high school should help pupils acquire the ability to write more effectively and enjoyably? (Check one)

- 1. ☐ Yes.
- 2. ☐ UNCertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very Important.
2. ☐ Important.
3. ☐ Not particularly important.

12. Do you think the high school should help pupils acquire the ability to read more effectively and enjoyably? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

13. Do you think the high school should help pupils acquire the ability to get along happily with other people? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

14. Do you think the high school should help pupils develop intellectual interests in order to become more cultivated and cultured persons? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

15. Do you think the high school should help pupils acquire the ability to distinguish right from wrong and to guide their actions accordingly? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.

2. ☐ Important.  
3. ☐ Not particularly important.

16. Do you think the high school should help pupils solve their personal problems? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

17. Do you think the high school should help pupils acquire the ability to care for their health and to develop good health habits? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

18. Do you think the high school should help pupils learn how to select a "family doctor" (i.e., learn how to recognize a "quack") and to acquire the habit of consulting him systematically? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

19. Do you think the high school should help pupils learn how to select a "family dentist" and to acquire the habit of visiting him regularly? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

20. Do you think the high school should help pupils learn how to prevent accidents to themselves and to others and to acquire safety habits? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

21. Do you think the high school should help pupils who are legally old enough to learn how to drive and care for an automobile? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

22. Do you think the high school should help pupils learn how to spend money wisely? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

23. Do you think the high school should help pupils learn how to use the facilities of a bank and to develop habits of thrift? (Check one)

1. ☐ Yes.  
2. ☐ Uncertain.  
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
2. ☐ Important.  
3. ☐ Not particularly important.

24. Do you think the high school should help pupils learn how to buy life insurance and securities wisely? (Check one)

1. ☐ Yes.

2. ☐ Uncertain.

3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.

2. ☐ Important.

3. ☐ Not particularly important.

25. Do you think the high school should help pupils learn how to play athletic games and sports? (Check one)

1. ☐ Yes.

2. ☐ Uncertain.

3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.

2. ☐ Important.

3. ☐ Not particularly important.

26. Do you think the high school should help pupils develop one or more outdoor activity hobbies (gardening, camping, fishing, etc.)? (Check one)

1. ☐ Yes.

2. ☐ Uncertain.

3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.

2. ☐ Important.

3. ☐ Not particularly important.

27. Do you think the high school should help pupils develop one or more "making things," "making it go," or "tinkering" hobbies? (Check one)

1. ☐ Yes.

2. ☐ Uncertain.

3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.

2. ☐ Important.

3. ☐ Not particularly important.

28. Do you think the high school should help pupils develop one or more art hobbies (sketching, painting, designing, collecting art objects, etc.)? (Check one)

1. ☐ Yes.

2. ☐ Uncertain.

3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

29. Do you think the high school should help pupils learn to sing or play a musical instrument? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

30. Do you think the high school should help pupils acquire the ability to select and enjoy good music? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

31. Do you think the high school should help pupils learn how to get the best out of the radio? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

32. Do you think the high school should help pupils acquire the ability to select and enjoy good motion pictures? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

33. Do you think the high school should help pupils acquire the ability to select and enjoy good books and magazines? (Check one)
1. ☐ Yes.
  2. ☐ Uncertain.
  3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

34. Do you think the high school should help pupils acquire the social skills of dancing, playing party games, doing parlor stunts, etc.? (Check one)
1. ☐ Yes.
  2. ☐ Uncertain.
  3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

35. Do you think the high school should help pupils acquire the ability to take an enjoyable part in dramatic activities? (Check one)
1. ☐ Yes.
  2. ☐ Uncertain.
  3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

36. Do you think the high school should help pupils acquire the ability to select and enjoy good plays? (Check one)
1. ☐ Yes.
  2. ☐ Uncertain.
  3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

37. Do you think the high school should help pupils acquire the ability

to conduct a meeting properly? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

38. Do you think the high school should help pupils become cooperative, community-minded persons? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

39. Do you think the high school should help pupils learn how to live democratically with their fellows? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

40. Do you think the high school should help pupils rid themselves of religious and racial prejudices? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.
2. ☐ Important.
3. ☐ Not particularly important.

41. Do you think the high school should help pupils develop an interest in economic, social, and political problems? (Check one)

1. ☐ Yes.
2. ☐ Uncertain.
3. ☐ No.



If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

42. Do you think the high school should help pupils acquire the ability to study and help solve economic, social, and political problems? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

43. Do you think the high school should help pupils become well-informed and sensitive "citizens of the world?" (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

44. Do you think the high school should help pupils develop and maintain wholesome boy-girl relationships? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.
- 2. ☐ Important.
- 3. ☐ Not particularly important.

45. Do you think the high school should help pupils prepare for a wholesome courtship? (Check one)

- 1. ☐ Yes.
- 2. ☐ Uncertain.
- 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

- 1. ☐ Very important.

2. ☐ Important.  
 3. ☐ Not particularly important.

46. Do you think the high school should help pupils acquire the ability to manage a home intelligently? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

47. Do you think the high school should help pupils in reference to sound sex education? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

48. Do you think the high school should help pupils learn how to rear children intelligently? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

49. Do you think the high school should help pupils choose appropriate out-of-class school activities? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

50. Do you think the high school should help pupils choose appropriate school subjects? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

51. Do you think the high school should help pupils develop good study habits? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

52. Do you think the high school should help pupils in deciding whether or not to attend a trade or other vocational school? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

53. Do you think the high school should help pupils choose a trade or other vocational school if attendance at such an institution is intended? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

54. Do you think the high school should help pupils in deciding whether or not to go to college?

1. ☐ Yes.

2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

55. Do you think the high school should help pupils choose a college if attendance at such institution is planned? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

56. Do you think the high school should help pupils secure adequate preparation for successful college work if attendance at such an institution is intended? (Check one)

1. ☐ Yes.  
 2. ☐ Uncertain.  
 3. ☐ No.

If your answer was "yes," how important is it that the school give this help? (Check one)

1. ☐ Very important.  
 2. ☐ Important.  
 3. ☐ Not particularly important.

57. What other types of real-life or educational needs should the high school attempt to meet? Tell them here:

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